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ABSTRACT

GRADES OR AGES: Grades 6-8. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into seven color-coded sections covering program organization, diagnosis, basic skills, advanced skills, reading taste, spelling, and material selection. It is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: The guide contains detailed descriptions of numerous activities to improve reading skills at remedial, regular, and advanced levels. Although some mention is made of literature, the main emphasis is on reading in content areas such as social studies and mathematics. No specific objectives are mentioned. INSTRUCTIONAL MATERIALS: Each section contains a short list of teacher and student references. In addition, the last section contains a list of materials at three levels of difficulty with descriptions and suggestions for use. The section on reading taste also contains a list of old and new "classics." STUDENT ASSESSMENT: The guide gives heavy emphasis to diagnostic testing. It includes guidelines for devising tests, suggestions for administering tests, lists of standardized tests, and several short tests and reading progress inventories. [Not available in hardcopy due to marginal legibility of original document.] (RT)

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GUIDE
TO THE
TEACHING OF READING
IN THE
JUNIOR HIGH SCHOOL

Grades 6 - 8

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Naperville Public Schools
District 78
Naperville, Illinois
September, 1969

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THE DEVELOPMENTAL READING PROGRAM

THE DEVELOPMENTAL READING PROGRAM

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FOREWORD

This GUIDE TO THE TEACHING OF READING IN THE JUNIOR HIGH SCHOOL, GRADES 6, 7, 8, is intended primarily for teachers charged directly with the responsibility for reading improvement in the junior high schools. It should be helpful, however, for any teacher concerned with the total developmental reading program in the city.

It attempts to provide a brief framework of reference highlighting the research findings on which good classroom practice is built, the major emphases of our program, and some procedures for diagnosis and teaching. The wide range of reading ability levels within the classroom, the many interests, and the largely undefined goals of the adolescent make planning lessons and activities with him a challenge for all teachers.

The GUIDE, therefore, contains more of what has worked and how-to-do-it than why. It is not intended as a total curriculum, nor is it a substitute for college courses in the teaching of reading. The book is intended rather as a "master manual" for assisting teachers in selecting methods and materials to carry out certain objectives of the program. The purpose of the GUIDE is, then, to help teachers to help pupils to read more efficiently, more critically, and more enthusiastically.

The usual procedure in the writing of curricula is to list short range, intermediate range and long range goals for the particular program. Though many specific objectives are delineated throughout this GUIDE, the most important goal is quite simply TO HELP EACH STUDENT TO READ BETTER THAN HE NOW DOES.

ACKNOWLEDGMENTS

In preparing this GUIDE we have drawn on many professional books, publisher's materials, and ideas from people we have talked to and places we have visited. It is difficult to determine who created what. We have tried to be faithful about crediting direct sources of information, and we most certainly acknowledge our great debt to the experts in our field.

The writers of this GUIDE are grateful for the support and encouragement which they have received from the Board of Education, District 78, from the junior high school principals, and from the director of curriculum.

Mr. Thayer J. Hill, Assistant Superintendent of the Naperville Schools, merits our special thanks and appreciation. As the principal of Washington Junior High School, he early saw the value of extending the developmental read- program beyond the K-5 levels. His encouragement of the program in its early stages was most helpful.

The success of any such program rests ultimately on the classroom teachers involved. The committee acknowledges with thanks and appreciation the diligence and contributions of all of the teachers and librarians in the junior high school reading departments. Specifically the following have contributed directly to the writing of this GUIDE.

Virginia Allen
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District 78

THE DEVELOPMENTAL READING PROGRAM

Questions and Answers

WHAT IS DEVELOPMENTAL READING?

It is a curriculum emphasis in which the student's reading skills are strengthened and perfected throughout his total K-12 school career. The pupils read for a purpose from materials which are on a "level with the reader's own development." The program is described further thus:

> (It) gives recognition to the sequential development of reading skills extending from the lowest primary grades through grade twelve, and possibly even into college...it is no longer assumed that a child learns to read in grade one, or two, or even in the primary grades, but that he learns a kind of reading at each succeeding level...is developing his reading skills and abilities along a continuum with each step of his progress leading to a logical next step...a continuous process of growth. It is possible for everyone to improve his reading, however well he now reads. Excellent readers can improve to the point of greater excellence...

WHY IS INSTRUCTION EXTENDED BEYOND GRADE SCHOOL?

The foregoing explanation infers that a wide variation in reading abilities exists among groups of students. Even within the reader a variation of skill proficiency may be noted. Some pupils still are inadequate readers at the lowest level of basic skills; others are inadequate at critical reading. There is more to reading than what was once assumed.

And there is more to be read and learned today. Junior and senior high school teachers have up-dated their courses to include very sophisticated understandings; more reading is required in many courses.

Finally, with the barrage of words to be listened to and read--words chosen to influence the individual's decisions--instruction in the critical level reading skills is necessary.

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[1] Developmental Reading, Illinois Curriculum Program, Administration and Supervision Series, Bulletin A-5, pp. 8-9.

THE DEVELOPMENTAL READING PROGRAM

WHY DOES EVERY STUDENT RECEIVE INSTRUCTION?

By providing a remedial reading program only in junior high school, as is done in most school systems, just a few pupils would be served. A developmental program, in contrast, strives to help all students grow in the ability to read many materials effectively with personal satisfaction. Corrective instruction is given in small groups within the regular class period or during extra homeroom periods. The multilevel materials simplify this extra drill work.

Provisions are made for small classes for remedial instruction. In these classes special units are taught to capture the interest of the reluctant reader. Efforts are made to improve the self-image of such students by having them assume responsibility for planning, and by having goals which they can reach. As time goes on it is hoped that more tutorial work can be offered by releasing one of the teachers from a heavy class load, or by employing a special remedial teacher in each building.

WHAT IS A BALANCED READING PROGRAM?

Balance in the reading program is achieved by stressing three aspects of reading:

improvement of the basic and advanced skills
improvement of skills needed to read special subjects
opportunity to read for recreation; improvement of taste

A survey of the contents of this GUIDE will show the scope of the program.

IS THERE A SEQUENCE OF SKILLS?

Yes, before one can do critical reading there are many lower level skills. The chart which follows shows these general skills. Each teacher must be cognizant of the steps through which a learner must progress before he can apply a skill to even the simplest task. Teachers of grades 7 and 8 should familiarize themselves with the teacher's manual of the grade 6 basal reader program, particularly in the area of word perception.

BASIC READING SKILLS NECESSARY FOR A MATURE READER

LEVEL	MEANS	END
I SKILL LEVEL	To Use: 1. Sight Vocabulary - (Remember Word Forms) 2. Phonetic and Structural Analysis 3. Contextual Clues 4. Syllabication 5. Dictionary Skills	INDEPENDENT WORD RECOGNITION
II COMPREHENSION LEVEL	To understand: 1. Literal or Sense meanings a. Main ideas c. Conclusions b. Details d. Vocabulary 2. Implied or Non-literal Meanings a. Inferences b. Author's purpose, mood, tone c. Generalizations	UNDERSTANDING THE AUTHOR'S MESSAGE
III CRITICAL LEVEL	To develop criteria to: 1. Weigh author's assumptions, biases, and competence 2. Evaluate relevancy, authenticity and reliability of content.	JUDGMENTAL OR EVALUATIVE REACTIONS TO WHAT HAS BEEN READ
IV CREATIVE LEVEL	To integrate ideas acquired through reading with previous experience: 1. Analysis 3. Selection 2. Comparison 4. Synthesis Accurate assimilation (convergent)... Free association and imagination (divergent)	NEW INSIGHTS ON OLD IDEAS NEW IDEAS OR ORIGINAL PRODUCTIONS

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*In reality these levels are not distinct nor exclusive, but fluid, especially between levels I & II, II & III, III & IV.

**Unfortunately the source of this chart has been lost.

THE DEVELOPMENTAL READING PROGRAM

IS THERE A SEQUENCE OF SKILLS?

The grade level at which each skill is reintroduced, presented for the first time, or considered to be mastered is not included in this GUIDE. The book, Reading in Grades 7, 8, 9, Curriculum Bulletin, No. 11, Board of Education, New York City, or other professional references suggest when these skills might be emphasized by grade level. There is much overlapping in any charted sequence of skills.

The basal books used at each grade level remind teachers of skills which should receive attention. The individual pupil's demonstrated needs show whether reinforcement is necessary and what the next step of his program should be.

WHAT PROVISIONS FOR GROUPING EXIST?

Administrative groupings are arranged on recommendation of the teachers who have known the pupils. In the first quarter's analysis of abilities it may be apparent that shifts from one group to another would benefit several pupils. If so, this rearrangement is effected through the department chairman and principal. When two teachers are scheduled with back-to-back classes, they may regroup for instruction without disturbing the office. In the eighth grade during the laboratory experience it is common to rearrange class assignments for individual pupils or small groups.

Three administrative groupings for reading are:

HONORS --one or two sections of pupils at least two grade levels above grade placement; approximately thirty pupils per section.

REMEDIAL--one or two sections per grade level; approximately fifteen in each class.

Some are slow learners who need a special program adjustment. Some merely need to catch up and when they do, they are transferred to a heterogeneous or regular section. The word DEVELOPMENTAL is given to those classes in Naperville.

THE DEVELOPMENTAL READING PROGRAM

WHAT PROVISIONS FOR GROUPING EXIST?

REGULAR --all other sections. A wide range of ability exists in these classes, as one might expect. In an eighth grade on a standardized test the range may be from 4.5, the base of the test, to 12.0+, the ceiling. This same range is present in the content subjects, of course.

Each teacher is currently assigned five classes of developmental reading and a homeroom.

WHAT SPECIAL PURPOSES DETERMINE GROUPINGS?

WHOLE CLASS --to conduct an Informal Group Inventory
- to introduce a skill new to all
- to introduce new materials
- to review a skill which will then be practiced in multi-level materials
- to discuss a story or book which all have read
- to work on special units such as:
  - library orientation; reference locations
  - a newspaper unit
  - the analysis of election propaganda

SMALL GROUP --to practice a skill in which several pupils are deficient
- to listen via headsets to tape recorded spelling lessons, listening lessons, and stories

INDIVIDUALIZED PRACTICE--to reveal to the teacher weaknesses which need attention
- to practice and learn through repetition certain skills using material at a reading level suitable for instruction
- to use the controlled reader machines at a speed comfortable for improvement in rate of comprehension

HOW CAN SEVERAL GROUPS BE TAUGHT AT ONCE? A plan follows.

SAMPLE PLAN FOR WORKING with THREE GROUPS SIMULTANEOUSLY

	Group I	Group II	Group III
Day 1	Introduction to story in basal reader: setting purposes for reading it; vocabulary study if necessary (Teacher)	Silent written review on prefix meanings: words from reading and spelling lessons	Silent reading of story previously introduced. Guide sheet reminds pupils of purposes for reading. (Teacher, 2nd part)
Day 2	Silent reading of story in basal reader. Purposes written on board or guide sheet. Extension--reaction to story	Oral and board work on work done yesterday. Introduction to story in text; noting prefixes on a page or two (Teacher)	Comprehension exercise related to important details in story. Two pupils from Group I as consultants.
Day 3	Answer selected comprehension questions. Read from library books or supplementary on same theme as basal story.	Silent reading of basal reader story. Recap to find five phrases containing prefix words.	Oral work on story detail and inference questions involving cause and effect (Teacher)
Day 4	Discussion of comprehension questions using evidence in basal reader story as proof. Get differing interpretations. (Teacher)	Reread story to find humorous or sad parts for oral reading. Library book reading.	Multilevel materials for skill practice on main idea and details.
Day 5	Silent reading in supplementary enrichment reader. Small group discussions in circles.	Discussion of story with parts read orally. Pupils from groups I and III may join. (Teacher)	Silent reading in supplementary enrichment readers. Small group discussions.

Oral and/or written directions are clearly given before work.

Teachers should read basal reader sections called "Taking Stock" and the "Essentials of Reading Competence." Manuals of all materials are filled with a wealth of ideas.

THE DEVELOPMENTAL READING PROGRAM

THE BASAL READER---Grade 6

The story-type basal reader is the backbone of the reading program in sixth grade. The new series is beautifully illustrated; the stories are interesting and thought-provoking. In time the enrichment book above the basal and the book below it will supplant others in use.

The basal reader has these particular advantages for teaching reading at this first level in the junior high school:

1. It provides a familiar tool for pupils moving to a new school. Pupils who got along in grade school have to make many adjustments to larger numbers of bigger pupils, lockers, and many more teachers.

2. It provides a built-in sequence of skills, spelled out in the manual, so the teacher can conduct a sound program of instruction for most children.

3. It provides for the teacher new to the teaching of reading a complete GUIDEBOOK bound with the stories. This is really a professional book on the teaching of reading. Many experienced teachers "got their start" in the teaching of reading with a well-written manual. The special articles by the experts are good.

4. It provides a testing program. This is especially convenient at 6th grade where the cumulative reading record is started for junior high.

5. It provides up-lifting themes which can be extended with other materials. Because skills are identified with each story, individual practice can be provided as needed.

The basal readers do not leave the classroom. From the teacher's point of view they are a vehicle for teaching skills. All other beauties are fringe benefits of the developmental reading plan.

THE DEVELOPMENTAL READING PROGRAM

TEACHING TIPS--Grade 6

Honors Class and other Independent Readers

1. Develop study guides and goal sheets for work to be done over a two-week or so period. Have challenging activities to extend their personal choice literature. STAY OUT OF THEIR WAY while they are reading silently unless you schedule individual conferences. Call them together for discussion on a pre-arranged schedule.

2. Determine what skills they really need. Do not assume too much, but limit drill on skills which need only a brief review. Individualize this drill. Be sure to train pupils well in the use of the dictionary.

3. Use the Junior Great Books critical reading techniques for longer and deeper selections.

4. Have a few pupils help as story consultants in heterogeneous classes, if rapport is good and if their own work and recreational reading is not impaired.

5. Help these students develop a love for new words and hold them to precision in expression. Use a mind-stretcher vocabulary yourself. Let them know that you appreciate the new words which they bring to class.

Regular Classes

1. In addition to any or all of the above, spend enough time setting the routines so that the atmosphere is right for grouping and individualizing. The class should move from activity to activity quietly.

2. Teach the first unit pretty much by the book to get the feel of the class and to observe for regrouping. Do not spend weeks on one story.

3. Set up a chart with activities to be done when assigned work is completed. Have them do more writing than circling of words and drawing lines.

THE DEVELOPMENTAL READING PROGRAM

TEACHING TIPS--Grade 6

Regular Classes

4. Plan to check assigned work carefully the first quarter on a sort of rotation basis, by groups. Try random checking of certain items. Set up keys for checking, but check the checkers.

5. Use supplementary books both above and below the basal. Use the old basals, which are a little easier, for supplementary work and the old workbook sheets for drill. Mount drill sheets and color code them using the wording on the cumulative reading record as a guide.

6. Have children read to tape to share their stories.

Remedial Classes

1. Have a question-of-the-day for them to look up in dictionary or text upon entering the room.

2. Set routines carefully and be consistent in what you ask them to do. Be consistently firm, too. Develop a classroom esprit de corps through merited praise for little bits of progress.

3. Give daily warm-up drills on the confusing abstract untouchables: though, through, thorough, etc.

4. Use the Common Words Spelling Lists for sight words.

5. Use the tachistoscope for built-in attention and quick recognition--daily 5 to 10 minutes.

6. Have silent reading every day with directions written simply, so explanations can be read. Switch directions within a test and deduct points for failure to read directions.

7. Let two pupils do workbook activities as a team. The object is lots of reading and a feeling of success.

8. Work on likenesses and differences, comparisons and contrasts for inference reading.

THE DEVELOPMENTAL READING PROGRAM

TEACHING TIPS--Grade 6

Remedial Classes

9. Try to get these children to visualize what they read. Ask "What do you see?"

10. Have many daily-life reading activities: cereal boxes, how-to-make things, catalogues, want-ads, etc.

11. Train monitors for taking attendance, checking materials, and reading the bulletins.

12. Have pupils keep special interest folders--individual folders for paragraphs and pictures.

SPECIAL PROJECTS-Grade 6

1. Inventory of Students' Literary Background, a middle grade survey, of children's classics and other good books, is a good guide for future reading. (Scott, Foresman)

2. Figurative language lists are fun. ("Food for thought"--cool as a cucumber, in a stew, half-baked)

3. Listening to tapes of talks with children's authors such as Marguerite Henry enriches young readers.

4. Library book browsers choose books on the basis of student-written resumes. (Honors Class project)

   a. Teacher selects ten different titles of which there are multiple copies.
   b. Ten groups of children, three per group, choose their book.
   c. Books are read and discussed with teacher.
   d. Summaries are written, checked, then written on 3x5 cards and pasted in books.
   e. Card with ten new words in context is slipped in library pocket of book.
   f. Comprehension questions based on book are written on another card and put in library book pocket.

THE DEVELOPMENTAL READING PROGRAM

PROGRAM OVERVIEW--GRADE 6

Story-type
BASAL READERS

SEQUENTIAL

HONORS--Cavalcades
Wide Horizons
Lippincott 6

REGULAR--Cavalcades
Wide Horizons
Open Highways

SUPPLEMENTARY

People & Progress
More People & Progress
Basal Workbook Pages

STUDY SKILLS

Parts of text
Scholastic
Dictionary
Library orientation

DEVELOPMENT OF CONCEPTS

SPELLING

Text Book Lists
Common Words & Dr. Spello

Word attack skills
Vocabulary building
(Rules in use)
Proofreading

LISTENING

REMEDIAL (15-18)

SKILLS

Open Highways
Stories to Remember
Webster Clinic

Reading Lab Kits

Vocabulary kits

PERSONAL CHOICE

Library Books & Paperbacks
Pilot Library
Old Supplementary sets

FREE READING for GROWTH

INDIVIDUALIZED READING APPROACH

The AIM of the lesson governs the use of the materials.

40+ minutes daily
all year
all pupils

FIRST QUARTER -- Appraisal Basal Reader, daily, 3 weeks
Spelling (Perhaps 10 words with endings common words -- 3 week block)
Study Skills Library Book Reading
SECOND QUARTER -- Library Orientation Spelling Reading
BALANCE OF YEAR -- Basal Reader Activities Spelling

THE DEVELOPMENTAL READING PROGRAM

TEXTBOOKS and MATERIALS--Grade 6

READING: BASIC TEXTS

Lippincott, J.B.	Basic Reader 6 (advanced)
Lyons and Carnahan	Stories to Remember (easier book)
Scott, Foresman and Company	Cavalcades (general use) Open Highways (easier book) Bright Horizons 6 (advanced)

Workbooks may not have been ordered.

READING: SUPPLEMENTARY MATERIALS

Amsco School Publication, Inc.	Reading, Spelling, Vocabulary, Pronunciation.
Continental Press	Reading and Thinking Skills (ditto masters)
Ginn	Wings To Adventure
Lyons and Carnahan	Phonics We Use
MacMillan	Let's Go Ahead
McGraw-Hill, Webster Division	Webster Reading Clinic and Word Wheels Webster Practice Readers Conquests in Reading
Merrill	Adventure Lands
Science Research Associates	Graph and Picture Skills Reading Laboratory Pilot Library Vocabulab III
Scott, Foresman and Company	People and Progress More People and Progress

SPELLING: BASIC TEXTS

McGraw-Hill, Webster Division	Basic Goals in Spelling 6 Dr. Spello (remedial)

Movies and filmstrips for reading and spelling may be ordered from AVID, a central source for audio-visual materials in DuPage County. Some films and filmstrips are available in the buildings. Preview before using.

THE DEVELOPMENTAL READING PROGRAM

READING for INFORMATION and the LABORATORY--Grades 7 and 8

In seventh and eighth grades the most obvious change in the program is a shift away from the story-centered basal reader. How to read in many kinds of materials for purposes closely associated with their reading needs in math, social studies, science and other academic disciplines is a major goal. Pupils are expected to develop competence in:

locating information in textbook and reference books of general and specific coverage

using the context clues for understanding the vocabulary introduced in each subject

knowing how to study each subject and how to put the SQ3R method to work

pacing the speed of reading for the purpose for reading and the difficulty of the material

the critical reading of both free choice books and those assigned as information-type reading

reading at deeper levels of appreciation

For some who still lack word recognition skills and the ability to find or to state the main idea, there is special practice and lots of it. Isolated drills, an easy to read workbook in the content areas, and practice with short paragraphs effect some improvement.

In both grades the basal book is an outline for the review of skills in a step-to-step sequence. Teachers and pupils note what goes on in reading unadorned by a pretty story. Pupils are taught to use the language of reading such as, inference, critical reading, and rate of comprehension.

The basal reader is used as a springboard for practice in the multilevel and multimedia resources available in each school. A skill is reviewed or introduced as needed. It is practiced as long as it is needed for the development of a particular pupil's growth in reading. His repetitious practice, however, does not hold up the others in his class because of the laboratory nature of the program.

THE DEVELOPMENTAL READING PROGRAM

READING FOR INFORMATION and the LABORATORY--Grades 7 and 8

In seventh grade the program is still primarily teacher-directed on a day-to-day basis. A comprehensive reference unit is taught with the cooperation of the librarian, the social studies and science teachers.

Pupils choose a topic of interest to them. The topic is narrowed, often a difficult problem. General encyclopedia coverage is noted. The emphasis, however, is to move beyond encyclopedia material by:

finding specific books, possibly primary sources
reading to solve the particular problem posed by the limitations of the question to be answered
stating a conclusion in a brief summary answering the question accurately

The Abridged Readers' Guide to periodical literature is reviewed. Special dictionaries, yearbooks and annuals are read to find the most current information.

The laboratory approach is used to individualize instruction in eighth grade. The organizational skills of the teacher are challenged. Analyzing needs, selecting the right material for the purpose, determining whether growth is actually taking place--all these busy the laboratory teacher. But it is worth it. Pupils want to work in study periods, before and after school to accomplish their goals. (Pages 19-23 in this section describe the organization of the laboratory work.)

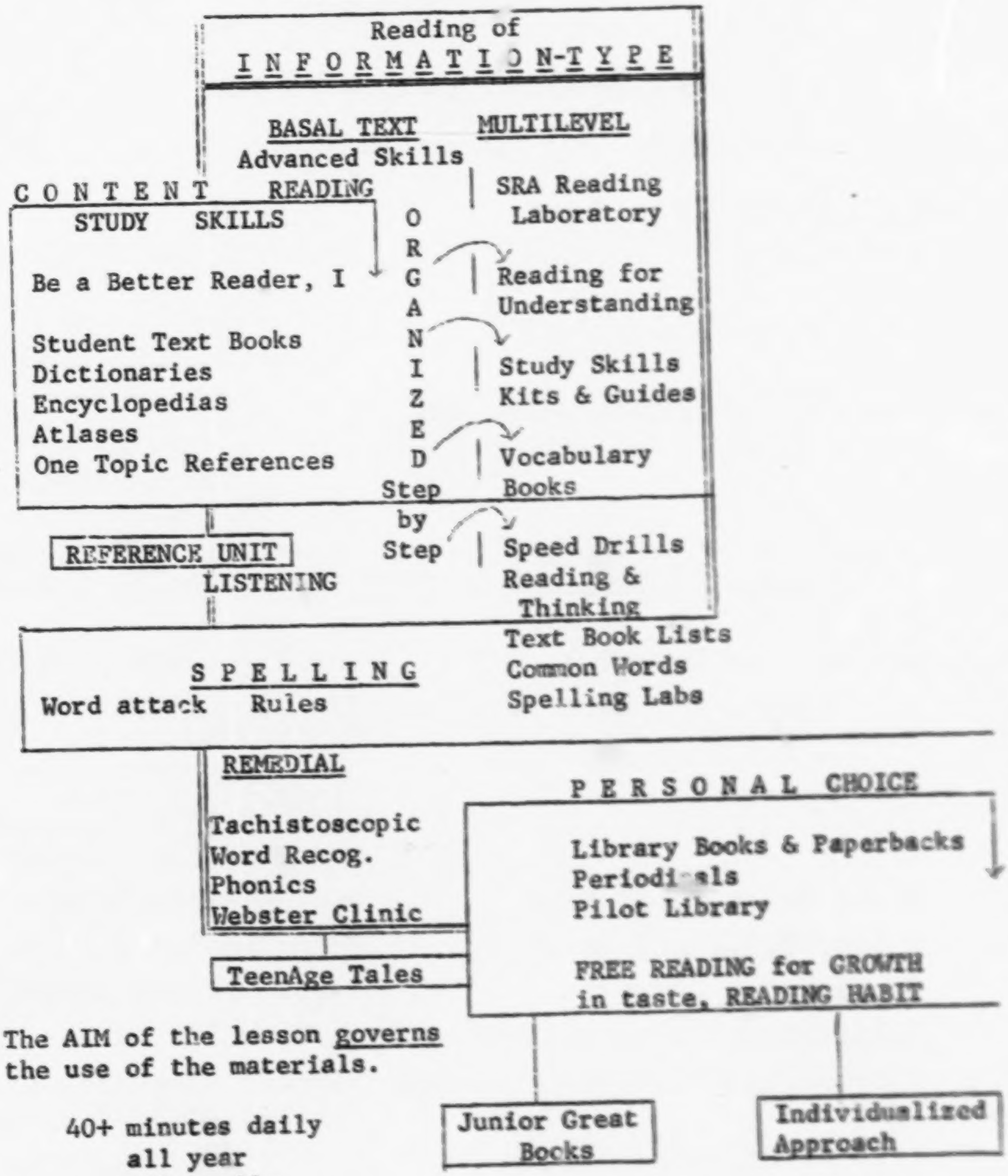
Some goals are stated in quantities such as: try for 10 steps growth in this kit, or for 200 wpm rate of comprehension with that material. These accomplishments are easily recognized by the pupil who helped to set the goals.

The quarterly evaluation, however, is based on whether or not skill in a particular aspect of the reading process is improving. Teachers look for carry over from class work to the personal choice reading. (See READING IMPROVEMENT SCORECARD and CUMULATIVE RECORD.)

The charts and lists of materials on the next two pages highlight the publishers' programs. It is understood that teachers choose from the many materials those which best suit the purpose of the general lesson or the need of the pupil.

THE DEVELOPMENTAL READING PROGRAM

PROGRAM OVERVIEW--GRADE 7


Reading of
INFORMATION-TYPE
BASAL TEXT
MULTILEVEL
Advanced Skills
CONTENT READING
STUDY SKILLS
Be a Better Reader, I
Student Text Books
Dictionaries
Encyclopedias
Atlases
One Topic References
ORGANIZED
Step by Step
SRA Reading Laboratory
Reading for Understanding
Study Skills Kits & Guides
Vocabulary Books
Speed Drills
Reading & Thinking
REFERENCE UNIT
LISTENING
SPELLING
Word attack
Rules
Text Book Lists
Common Words
Spelling Labs
REMEDIAL
Tachistoscopic
Word Recog.
Phonics
Webster Clinic
TeenAge Tales
PERSONAL CHOICE
Library Books & Paperbacks
Periodicals
Pilot Library
FREE READING for GROWTH in taste, READING HABIT
Junior Great Books
Individualized Approach

The AIM of the lesson governs the use of the materials.

40+ minutes daily
all year
all pupils

FIRST QUARTER -- Appraisal Content Reading Study Spelling
SECOND QUARTER -- Basal Reader with Extensions Spelling
THIRD QUARTER -- Basal Reader with Extensions Spelling
FOURTH QUARTER -- Personal Choice Projects Evaluation

THE DEVELOPMENTAL READING PROGRAM

TEXTBOOKS and MATERIALS--Grade 7

READING: BASIC TEXTS

MacMillan	Advanced Skills in Reading I
Prentice-Hall	Be A Better Reader I (Content Subjects)

READING: SUPPLEMENTARY MATERIALS

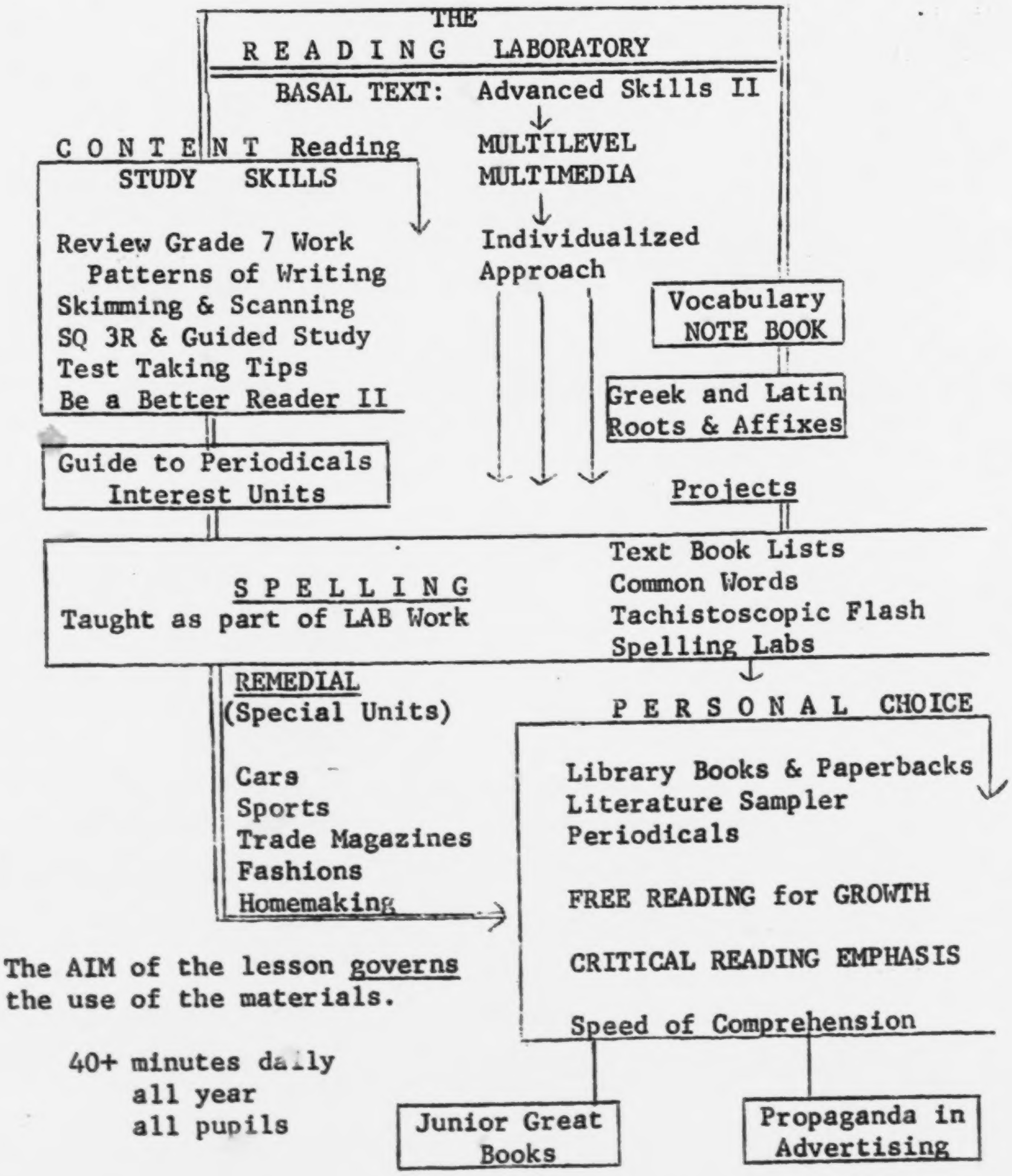
Amsco School Publications, Inc.	Reading, Spelling, Vocabulary, Pronunciation (RSVP) Workbook
Bureau of Publications, Teachers College, Columbia University	McCall-Crabbs Standard Test Lessons--C,D
Continental Press	Reading & Thinking (ditto)
Educational Developmental Laboratories	Listen and Think Tapes Controlled Reader, films and Guides--E,F,G-H Flash-x and discs Tach-x and filmstrips Study Skills Library
Great Books Foundation	Junior Great Books--4
Heath, D.C., and Company	Teen Age Tales
Hammond and Company	Words Are Important (Orange)
Holt, Rinehart and Winston	Word Wealth, Jr.
McGraw-Hill, Webster Division	Webster Classroom Clinic Webster Practice Readers
Science Research Associates	Better Reading Book, I Pilot Library Reading Laboratory Reading for Understanding, Junior and General
Scott, Foresman and Company	Basic Reading Skills for Junior High School Use

SPELLING: BASIC TEXT AND SUPPLEMENTARY

McGraw-Hill, Webster Division	Basic Goals in Spelling 7
Science Research Associates	Spelling Laboratory

THE DEVELOPMENTAL READING PROGRAM

PROGRAM OVERVIEW--GRADE 8


THE READING LABORATORY
BASAL TEXT: Advanced Skills II
MULTILEVEL MULTIMEDIA
Individualized Approach
CONTENT Reading
STUDY SKILLS
Review Grade 7 Work
Patterns of Writing
Skimming & Scanning
SQ 3R & Guided Study
Test Taking Tips
Be a Better Reader II
Vocabulary NOTE BOOK
Greek and Latin Roots & Affixes
Guide to Periodicals
Interest Units
Projects
SPELLING
Taught as part of LAB Work
Text Book Lists
Common Words
Tachistoscopic Flash
Spelling Labs
REMEDIAL
(Special Units)
Cars
Sports
Trade Magazines
Fashions
Homemaking
PERSONAL CHOICE
Library Books & Paperbacks
Literature Sampler
Periodicals
FREE READING for GROWTH
CRITICAL READING EMPHASIS
Speed of Comprehension
Junior Great Books
Propaganda in Advertising

The AIM of the lesson governs
the use of the materials.

40+ minutes daily
all year
all pupils

FIRST QUARTER -- Appraisal Study Skills Review Basics
SECOND QUARTER -- Laboratory Work Special Units Books
THIRD QUARTER -- Laboratory Work Special Units Books
FOURTH QUARTER -- Personal Choice Evaluation Summary

THE DEVELOPMENTAL READING PROGRAM

TEXTBOOKS and MATERIALS--Grade 8

READING: BASIC TEXTS

MacMillan	Advanced Skills in Reading II
Prentice-Hall	Be a Better Reader II (Content Subjects)

READING: SUPPLEMENTARY MATERIALS

Amsco School Publications, Inc.	Reading, Spelling, Vocabulary, Pronunciation (RSVP) Workbook
Bureau of Publications, Teachers College, Columbia University	McCall-Crabbs Standard Test Lessons--C,D,E
Continental Press	Reading & Thinking (ditto)
Educational Development Laboratories	Controlled Reader, Films and Guides E,F,G-H,H-G Flash-x and discs Listen and Read tapes Study Skills Library Tach-x and filmstrips Word Clues
Encyclopedia Britannica Press	Literature Sampler
Great Books Foundation	Junior Great Books--5
Hammond and Company	Words Are Important
Heath, D.C. and Company	Teen Age Tales
Holt, Rinehart and Winston	Word Wealth, Jr.
McGraw, Webster Division	Webster Classroom Clinic
Science Research Associates	Better Reading Books I,II Pilot Library Reading Laboratory Reading Accelerator Reading for Understanding, Junior and General

SPELLING: BASIC TEXT

McGraw-Hill, Webster Division	Basic Goals in Spelling 8
Science Research Associates	Spelling Laboratory

THE DEVELOPMENTAL READING PROGRAM

ORGANIZING FOR LABORATORY INSTRUCTION--Grade 8

I. Testing, analysis, goal setting

  A. Collection of test data (Begin this in September.)

    1. Cumulative reading folder
    2. Survey and diagnostic tests of this year

  B. Placement tests, multilevel materials (September)

    1. Word recognition (Problems affect all reading.)

      a. Use Boyd or other diagnostic test if needed.
      b. Use words in 8th grade spelling text.
      c. Use Be a Better Reader, II, p. 14, p. 55.

    2. Vocabulary (Choose best material for purpose.)

      a. Word Clues (EDL)

        (1. Administer placement test.
        (2. Test use of 10 words in sentences.

      b. Words Are Important (Orange or brown)

    3. General comprehension and inference

      a. Reading for Understanding (SRA)

        (1. See 7th grade records or give test.
        (2. Place students at level of success.

      b. Reading Laboratory (SRA)

        (1. Use test to find Power Builder level.
        (2. Assign beginning color level in kit.

    4. Rate and comprehension

      a. McCall-Crabbs, Books C, D, E,

        (1. Administer tests 1 and 5, selecting book best suited to pupil.
        (2. Select book from which he missed no more than two answers.

THE DEVELOPMENTAL READING PROGRAM

LABORATORY INVENTORIES---Grade 8

b. Better Reading, Simpson, (SRA), Book I or II

(1. Examine 7th grade record to determine book to use
(2. Administer tests 1 and 5. Compute EFFECTIVE READING RATE.
(3. Examine vocabulary score.

c. Controlled Reader and Study Guides (SRA)

(1. Choose from set E, F, or GH depending on general ability of group being tested.
(2. Give at least two lessons at speed comfortable for most of the class.
(3. Determine film set and rate on basis of foregoing. (Individual machines are used later.)

5. Spelling -- Have lessons on tape for working ahead.

a. Common Words list--Check previous records.
b. Basic Goals in Spelling, 8--Give diagnostic test.
c. Spelling Lab (SRA) -- Give placement test.

C. Analysis -- Questions to guide teacher and student.

1. Are word recognition skills weak?

a. Is there a history of speech problems? Hearing? Vision?
b. Has he a firm grasp of the use of phonics principles?
c. Can he read the phonetic markings in a dictionary entry?
d. Where is the problem in the new word?

2. Is vocabulary development weak?

a. If the word is pronounced for him, does he know its meaning?
b. Does he have a specialized vocabulary (i. e. automotive) which indicates ability to handle multi-syllabic words if they mean something to him?

THE DEVELOPMENTAL READING PROGRAM

ANALYSIS of DIFFICULTIES--Grade 8

- c. How can he increase his vocabulary effectively with materials he can read? Prefixes, roots, suffixes?
- d. Does he use context clues too little? Too much, with little precision in defining?

3. Is this a comprehension problem?

    - a. Can he find the key words in a sentence?
    - b. Does he see that a well-written paragraph has a main idea? Can he find it?
    - c. Does he find supporting details? Does he know that a paragraph may be developed to include comparison, contrast, description of a process, etc.?
    - d. Does the lack of ability to think abstractly inhibit his ability to infer or to think critically?
    - e. Can he follow the train of thought in a longer passage?

4. Is this a rate problem?

    - a. What retards his rate of reading? Material too difficult? Lingering eye problem? Old oral reading habits? Is he afraid of being quizzed on minute details?
    - b. Does he read too rapidly for comprehension? Superficial reader who must be first to finish?
    - c. Can he judge how he should pace his reading?

5. What is causing the difficulty in spelling?

    - a. Are the words in his listening and reading vocabularies?
    - b. Does he know the basic rules for spelling?
    - c. Is this a penmanship problem in which he does not see the correct form as he practices it?
    - d. How does he go about learning to spell a new word? Does he have good visual memory?
    - e. Is this a pronunciation or hearing problem?
    - f. Can he proofread his own work? Can he find misspelled words in typed copy?

THE DEVELOPMENTAL READING PROGRAM

LABORATORY SCHEDULING--Grade 8

D. Goal setting and scheduling

1. Individual goal sheets

   a. Determine with the student, areas of greatest need.
   b. Set minimum requirements as to number of lessons or practices to be done, within the quarter. Help pupil to set realistic goals.
   c. Have pupil plan a weekly schedule making sure that he includes at least one spelling lesson.
   d. Try to see that he gets variety in his plan.
   e. Help him to see that he competes only with himself and that his grade will be based on how far he gets toward the goal he has set.

2. Scheduling of pupils and materials

   a. Teach care of books, films, materials, and machines.
   b. Establish the fact that each person is responsible for getting and returning materials, for settling down to work, for putting the room in order for the next class. For some groups or individuals it may be necessary to limit their activities until they show that they can work in a laboratory set up.
   c. Organize a master schedule for groups to use machines and materials of limited quantities, so there is no argument and so the teacher will know what must be available in a class period.
   d. Post clear directions for the use of each material.
   e. THOROUGHLY instruct the students in the use of one material (main idea etc.) before introducing the next. Be prepared to repeat the instructions.
   f. Return to the basal reader for clarification of skill development.
   g. Plan to include time for recreational reading within the week.

THE DEVELOPMENTAL READING PROGRAM

LABORATORY, EVALUATION of the ACTIVITY--Grade 8

II. Evaluation of progress

A. The total laboratory experience -- Consider:

1. Is the work purposeful for each pupil? Is the room quiet enough for study?

2. Does each pupil know what the drill material stresses? Have you analyzed his mistakes and successes and changed his program accordingly?

3. Can you adapt more of the available materials for independent study?

4. Did the group enjoy their work?

B. Evaluation of each pupil's progress

1. Has he met the goals which he set for himself?

2. Does post-testing indicate progress?

3. Has he gained in self-concept and confidence?

4. Is progress in prepared materials reflected in his ability to read from his library books more successfully? Is he finishing more books?

5. Has he used the homeroom reading lab periods?

The junior high reading teachers like those in the grade schools organize for instruction well in advance of a particular lesson. Continuous appraisal reveals who needs what, when, and at what level of difficulty. This GUIDE should make clear to all readers that:

> the AIM of the lesson governs what materials are chosen and HOW they will be used.

SPECIAL HELPS FOR THE NEW TEACHER, which follows, recognizes that in spite of one's excellent plans some pupils will not be motivated immediately. EFFECTIVE QUESTIONING and the INQUIRY TEACHER reminds readers that when teacher is talking, pupils are not usually reading.

THE DEVELOPMENTAL READING PROGRAM

SPECIAL HELPS FOR THE NEW TEACHER

Four basic characteristics are necessary for success as a teacher of junior high school reading. These are:

understanding the reading process

organizing for effective instruction

keeping good records

understanding the junior high pupil

This GUIDE is primarily an attempt to help new teachers to understand something about the reading process and its implementation in classroom practice in Naperville. It will not take the place of professional courses. It might act as a kind of pre-primer introducing the teacher to the vocabulary and a few procedures of value.

Organizing for effective instruction includes establishing routines for.

running a smooth operation in the classroom

planning the quarter's work and daily work

planning group and single-reader activities

Keeping good records involves the day-to-day appraisal of progress, the quarterly report cards, and the cumulative reading record. Teachers find it useful to make many copies of their classes by periods using the duplicator. Separate notebook pages or a file box with a card per pupil can be useful for noting deficiencies, scores, and interests. A yearly pupil goal sheet, a class record and a cumulative reading record are found in section II.

Understanding the junior high pupil is a life's work. He is at times "an enigma wrapped up in a puzzle," to paraphrase Churchill's comment on a foreign power. Psychology books on pre-adolescent behavior are important, of course, but sometimes class-tested tips are more useful those early days in September when one needs a good idea in a hurry. The suggestions which follow are offered with humility and without references.

THE DEVELOPMENTAL READING PROGRAM

SPECIAL HELPS FOR THE NEW TEACHER

1. Plan for written work on the first day: inventory-survey, diagnostic spelling test on tape, interest inventory, or something similar. Have extra pencils and paper. Hava a magazine on each desk for free reading.

2. List on the board the equipment you expect to have brought to class daily. Be sure to include, LIBRARY BOOK.

3. Wait for attention before addressing the group. Stand, look pleasant, and wait. Look at those who may be talking. Mention the name quietly, but WAIT. Then begin quietly.

4. Permit pupils to keep the seats they take when they enter the room and have them sign their names. The first person in the row can check attendance for you the next day. Warn anyone who may need to have the seat changed, ONCE. If misbehavior continues, move his seat at once to the fringe (Siberia) seat and decide by tomorrow where his place will be. Under no circumstance start a musical chairs business. If necessary have the pupil stand, AWAY from the board or table for a time.

5. If two buddies talk or use annoying silent communication, put them in the SAME ROW with seats between them.

6. Be consistent. Be firm. For the first two weeks keep a tight ship. Praise (note: apPRAISal) what was done the first day.

7. If you learn of interests of the less-able readers, get books from the library for them. Commend individuals for good work or achievement outside of reading class. Post pictures of the Naperville high school sports and other events. Help pupils look ahead.

8. Have a cartoon corner or some spot of daily news.

9. Display daily papers of work well done. For remedial pupils, put papers up before the period and pass them back in class if there is any danger of embarrassment.

THE DEVELOPMENTAL READING PROGRAM

EFFECTIVE QUESTIONING and the INQUIRY TEACHER

The teachers of reading who get to the basal reader questions that ask, "How do you think Sue should solve her problem? Why?" have evidence of the good thinking which can take place when children get the opportunity to do it. The reading teachers who use the Great Books techniques for questioning see the excitement engendered by open-end discussion. Those who have taken the Great Books training sessions realize that it is not easy to form good questions which motivate critical thinking.

How can the teacher of reading help pupils to become problem solvers, to think critically and creatively about a problem, to learn how to learn? He improves his questioning. He leads pupils to question. He provides an atmosphere for real learning--not merely the sponging up of trivialities that lead nowhere. The excerpt which follows outlines many valuable procedures for helping pupils to learn.

As Questioner and Inquiry Sustainer, the Teacher says: (5,p.44)

1. The students talk more than I do.
2. Students are free to discuss and interchange their ideas.
3. When I talk, I "question," not "tell."
4. I consciously use the ideas students have raised and base my statements and questions on their ideas.
5. I redirect student questions in such a way that students are encouraged to arrive at their own answers.
6. My questions are intended to lead the pupils to explore, explain, support, and evaluate their ideas.
7. I encourage the students to evaluate the adequacy of grounds provided for statements made by them or by others.
8. Students gain understanding and practice in logical and scientific processes of acquiring, validating, and using knowledge.

THE DEVELOPMENTAL READING PROGRAM

EFFECTIVE QUESTIONING and the INQUIRY TEACHER

As Questioner and Inquiry Sustainer, the Teacher says: (5,p.44)

9. My questions lead the students to test the validity of their ideas in a broad context of experience.
10. I encourage students to move from examination of particular cases to more generalized concepts and understandings.

As Manager, the Teacher says: (5,p.44)

1. I allow for flexible seating, student movement, and maximum student use of materials and resources.
2. Class dialogue is conducted in an orderly fashion that emphasizes courtesy and willingness to listen to each person's ideas.
3. Students are actively involved in the planning and maintenance of the total classroom environment.

As Rewarder, the Teacher says: (5,p.44)

1. I encourage and reward the free exchange and testing of ideas.
2. I emphasize the internal rewards that spring from the successful pursuit of one's own ideas.
3. I evaluate students on growth in many aspects of the learning experience, rather than simply on the basis of facts acquired.

To stimulate critical thinking and reading, more of the questions asked in the reading classes must be the interpretive type which cannot be answered by a simple yes or no. The teachers of reading have a responsibility for helping students reflect about what they read, study and learn. The section of the GUIDE, titled IMPROVING CRITICAL READING, suggests additional procedures and definite activities for stimulating good thinking.

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Teacher's Notes--Ideas to Share

THE DEVELOPMENTAL READING PROGRAM

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EVALUATION.......DIAGNOSIS.......GUIDED PRACTICE.......GROWTH

Teaching from the reader's point of view involves the first three of these elements and assures the fourth for most pupils. When the classroom teacher uses some of the diagnostic tools, applies astute observation and then adjusts the instruction and the materials to the range of reading capabilities disclosed, he is doing diagnostic teaching. This kind of instruction is important in the Naperville junior high school developmental reading program.

Harris has said that, "Evaluation means arriving at judgments about the degree to which objectives of the reading program are being achieved" (8,p.152). Evaluation, then, describes the progress of one reader, a class of readers, a school of readers, and ultimately a community of readers. It is concerned with strengths and weaknesses in skill development. It is concerned with attitudes toward reading. Evaluation like diagnosis is not an end-product in itself; its use is to lend direction to guided practice; therefore it must be continuous.

Certainly uppermost in any junior high school reading teacher's mind are three major questions:

> What do we know about this class? This child?
>
> Where do I want to go with them? Him?
>
> What procedures and materials will I try?

and then a fourth, what is wrong with Pete's reading?

That fourth question is likely to involve individual diagnosis employing a few of the tools of a reading clinic. The reading teacher is trained to ask, "How can I help Pete to _read_ better?" "What should _all_ of us do on the basis of what I have discovered about his reading problem?" How shall I modify his present program?"

The cumulative records are the place to start to learn about each of the five classes the reading teacher will meet, guide, and teach.

THE APPRAISAL OF READING PROGRESS

CUMULATIVE RECORDS

The cumulative records from the grades schools, brought up to date with junior high information, are maintained in each principal's office. A copy of report card grades, duplicates of green slips or failure warnings, and pink slips, the commendations, are included. Standardized test results are the major resource. Health data is stored with the nurse. The results of individual psychological tests and conferences related thereto are available upon request to the principal.

At the present time the sixth grade teacher does not have much detailed information to plan with before school begins. An honors class and a remedial class of from 15-18 pupils may have been designated and scheduled on the basis of recommendations of the previous teachers. Most of the children will be scheduled in heterogeneous classes. Thus the basal reader inventory-survey test and the diagnostic spelling test, given at the beginning of sixth grade, are important tests. In time the system will have a K-8 cumulative reading record to aid articulation and continuity.

The junior high school cumulative reading record (See copy at the end of this section.) is an attempt to describe, more fully the reading progress of each pupil in light of program objectives. The sixth grade teachers begin this record and a file folder for each entering pupil. The record passes to each succeeding teacher and eventually the ninth-grade reading teacher uses it in a combination English - Developmental Reading class. Records to and from the summer school are exchanged as well.

The student's READING FOLDER contains:

a summary of his work with each reading teacher

test booklets or a summary of individual testing

placement tests and informal quizzes, if pertinent

spelling diagnostic tests

record of personal choice book titles

THE APPRAISAL OF READING PROGRESS

ORAL READING for DIAGNOSIS

During the first few days of school the reading teacher improves his own listening skills while getting to know each pupil. A simple oral reading activity in which the teacher makes brief notations about performance yields good results for the time spent. A more ambitious activity is the GROUP INFORMAL INVENTORY and more valuable still is the INDIVIDUAL INFORMAL READING INVENTORY, both of which are discussed at the end of this section.

Basically the teacher is listening to see whether or not the pupil decodes accurately and whether he understands what he has just read. The teacher makes notes according to these hallmarks:

Word Recognition	-- pronunciation, correct sound to symbol
Comprehension	-- phrasing, tone of voice showing that he is getting main idea -- reading ahead to anticipate next event, guessing next point -- replies to inference questions indicate recognition of relationships of unexpressed ideas -- judgments following synthesis
Behavior	-- tension; apparent ease

"Voice Pictures," taped oral readings with a "Man on the Street" format, acquaint the teacher with the pupil, his free reading interests, and his performance of a prepared excerpt from a book or magazine. Within each of two or three free reading periods the teacher breezily interviews a small group of local celebrities, while the tape recorder whirrs on. Questions based on what the teacher already knows about the pupils' interests and activities furnish the background introducing each reader and his selection.

A quick inference question is enlightening. "Do you plan to finish the book?" Why? Why not? shows evidence of critical reading ability and whether or not the pupil has specialized somewhat on this kind of literature. "Voice Pictures" are a ready-made Open House activity.

THE APPRAISAL OF READING PROGRESS

INTEREST INVENTORIES

A short interest inventory is often administered at the beginning of the school year. Questions related to the pupil's out of school activities are included. Some of these are:

1. When you have nothing to do, what do you do?
2. What would you rather do?
3. When can you do what you please?
4. What tasks around the house must you do?
5. What is your favorite tv show this season?
6. If you had your choice of places to visit outside of the state, where would you go?
7. What do you think was the most outstanding event in the news last year?
8. If you could talk with anyone dead or alive, with whom would you like to chat?
9. What one book or story stands out in your memory?
10. If you like to read, what do you like to read for fun?
11. If you don't like to read, what do you not like to read most?
12. Do you enjoy looking through catalogues? If so, what kinds of things do you like to dream about owning?

Sometimes pupils at this age begin to resent questionnaires. A way to relieve them of the obligation for answering everything and to prevent "smart aleck" answers is to permit the phrase, "No comment." The teacher at times learns as much from what is unanswered as he does from the written responses.

Pupil interests are mercurial. Teachers should observe and listen for clues to interests.

THE APPRAISAL OF READING PROGRESS

STANDARDIZED TESTS

Group tests: Reading Survey, Intelligence, General Achievement

INVENTORY-SURVEY tests available from the publisher of the sixth grade basal reader, yield a total grade equivalent based on a good sampling in each of five subtests: Word Meaning, Sentence Meaning, Paragraph Meaning, Word Analysis and Dictionary Skills. The teacher administers and scores the test himself. In addition to the individual scores, further values are gained when:

the performance on subtests is discussed with the class and individual

an item analysis is made of a particular subtest to see what skills within an ability are weak

When a survey test involving time is used, the teacher considers the relationship of one score to another. Burnett suggests that the following information is useful when differences of at least two grade levels exist between subtest scores:

RATE high as compared with COMPREHENSION--good context reader with easy material; favors word guessers

RATE low as compared with VOCABULARY AND COMPREHENSION consider teaching child to vary speed with easier material; check reading of thought units

VOCABULARY high as compared with COMPREHENSION--may have superior word recognition; is poorer on inferences. Re-check to see whether difficulty is word attack or poverty of vocabulary.

COMPREHENSION high as compared with VOCABULARY--is pupil probably deficient in word attack. Analyze paragraphs to note science, social studies, or math concepts which might be revealing.

On some survey tests credit is given when one multiple choice item is correct and the other is not, within the same short paragraph. A correct guess raises the score beyond credibility.

* Class notes, Dr. Richard Burnett, Northern Illinois University, 1963

THE APPRAISAL OF READING PROGRESS

READING EXPECTANCY

Intelligence tests, broadly speaking, indicate to the reading teacher the degree to which a student will be able to read successfully. There are reservations to note:

> since most group IQ tests are reading tests, any youngster with reading problems may show a low IQ score
>
> children who have not had the opportunity to learn will score a low IQ

If intelligence scores are questionable, and the math computation score on the achievement test is two or more grade levels higher than the reading score, the chances are that the student is a disabled reader who has the ability to learn. If all scores are low, the reader is probably functioning as well as he can.

If an individual test IQ score is known, (WISC or Stanford-Binet), the teacher may have occasion to use the Bond Formula (4, p.78) for determining reading expectancy. This formula is:

READING EXPECTANCE = IQ X years in school = 1.0

Thus: IQ		completed school years		Estimated Reading Expectancy
100	X	6	= 6.0	+1.0 = 7.0
130	X	6	= 7.8	+1.0 = 8.8
80	X	6	= 4.8	+1.0 = 5.8

(The 1.0 is added because his grade score was 1.0 when he entered school.)

Harris (8, p.300) believes that the Bond and Tinker formula sets unduly high predicted levels for the dull child, and insufficiently challenging levels for the bright. Assumed within the formula is the premise that the child had time to get started in reading and that he was offered a reasonably adequate program. All reading expectancy formulae and charts are open to question; however, the teacher wants neither to accept too little nor to expect too much from pupils.

THE APPRAISAL OF READING PROGRESS

READING EXPECTANCY

Achievement tests in local use yield scores for several content subject areas which involve reading too. The usual reading subtests are: vocabulary, comprehension and sometimes, rate. When rate is a factor, the validity of test scores is usually affected.

The pupil's comprehension test score probably indicates his FRUSTRATION LEVEL or peak of reading achievement, unless the ceiling of the test was hit. THE INSTRUCTIONAL level is considered to be from one to two years below the recorded achievement test score. Reading teachers must help to broadcast this bit of information to every principal and content subject teacher. Too many children are being taught from books they cannot read, and little adjustment is being made for them in some classes.

Pupils who score at either extreme of an achievement test are probably not being measured as well as the others. By guessing, the pupil near the base of the test may be granted an achievement level which he does not possess. Teachers sometimes fail to note the base and range of standardized tests and attempt to compare one test with another. If the base of one is 4.0, and another is 1.0, and they are being used to compare performance, inaccuracies of interpretation may occur.

The problem of comparability of survey reading test scores is still a problem. (2, p.61) The nonequivalence of norm groups, and the marked content differences of tests which are intended to measure the same traits are, according to Bligh (2, p.61), unresolved.

A summary of highlights in the use of achievement tests for identifying pupils with possible reading disability follows.

PLACEMENT TESTS, PRACTICE, QUIZZES, DIAGNOSTIC TEACHING

Placement tests included with kits, programmed books and other materials intended for individual correction of difficulties and the development of skills provide:

diagnostic features revealing break-down spots

achievement levels for comparison with pupil placement

THE APPRAISAL OF READING PROGRESS

DIAGNOSTIC TEACHING

From experience, teachers have found that scores obtained from placement tests usually predict a higher level of achievement than class performance indicates. The limited number of examples included in some of the tests, the multiple-choice feature for answering, and guessing probably account for the disparity.

Students begin their practice at a level of success somewhat below the placement test score. Thus the pupil sees immediate progress which motivates him until he reaches a plateau when vocabulary and experience may hold him up for awhile. When this occurs other materials are available for attacking another objective. Later the worker returns and finds that he has grown in the skill and he reads more difficult material.

Teacher-made survey tests, informal quizzes, and discussions with the pupil give direction to the next step in his developmental reading program. To get near the child's instructional level, the teacher tries to observe his thinking at close range.

To effect diagnostic teaching in the classroom the teacher must be knowledgeable about the sequence of reading skills at all levels. When the teacher is also a diagnostician, no time is lost in getting the child to a remedial reading teacher. Ordinary classroom practice materials are seen as instruments for diagnosis and remedies for curing disablement. This procedure describes "corrective" teaching. Most children can overcome their reading difficulties in the regular class setting.

The reading teacher needs professional preparation and he also needs daily "preparation" periods to plan for testing and to analyze the results thereof. Winkley's summary, "Four Signal Flags," gives clues to a quick appraisal of a child's possible disability in reading.

THE APPRAISAL OF READING PROGRESS

IDENTIFYING A STUDENT WITH READING DIFFICULTIES

FOUR SIGNAL FLAGS*

The presence of one of the signals described below does not necessarily indicate the existence of a reading problem, nor does the absence of one or more necessarily indicate that there is no reading problem.

INTELLIGENCE

First, we should compare the student's reading achievement with whatever estimates we have of his intelligence. When we find the intelligence score indicating considerably more mental ability than is coming through on his reading tests, we should suspect difficulties.

LISTENING

If the student does well on a standardized listening test, on the listening part of an informal reading inventory, or when listening to the teacher's explanations, but not so well when he is reading he has run up a signal flag that the ability to learn is possibly there and that he can probably be taught to read as well as he can listen.

VOCABULARY

If the student talks better than he writes, he has run up another signal. His writing may be limited by spelling, which in turn may be impaired by poor word recognition. The depth and breadth of a student's oral vocabulary is indicative of the extent of his language background.

ARITHMETIC COMPUTATION

If we search the student's record and find that his achievement in mathematical computation, which involves no verbal skills, is considerably higher than his verbal ability as shown by his achievement in reading subjects, we have a fourth signal of possible problems.

*Source: Dr. Carol Winkley, Northern Illinois University
Reading Clinic, DeKalb, Illinois

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THE APPRAISAL OF READING PROGRESS

OBSERVATION OF CHANGE

Numbers and statistical information gathered from quizzes are not enough to judge progress. The teacher is interested in behavioral signs of achievement as well, and this kind of evaluation must come through observation. Three points to consider might be:

1. Evidence that a pupil is interested in going back to find errors in his thinking and correct the mistake.
2. Evidence that he is interested in defending his answer by presenting a logical argument
3. Evidence that he is developing interest in reading through what he does read, as well as what he says he will read.
4. Evidence that he is growing in self-respect and self-confidence and self-motivation, and even perhaps that learning brings its own rewards, not all of them materially rewarded with an A, B, or C.

FORMAL REPORTING of PUPIL PROGRESS

Two formal evaluations of reading achievement in Naperville's junior high schools are the quarterly computerized report cards to parents and the cumulative reading evaluation record maintained within the department.

Presently, the reading teachers must rate all youngsters with an academic, an effort, and a citizenship grade in both reading and spelling with letter grades A,B,C,D,F. Understandably such grades are difficult to arrive at. Then, too, the pupil's grade in each content subject reflects somewhat his ability to read, so the less-able reader is in double jeopardy.

Until such time as there are other methods of arriving at a letter grade the teacher will need to use some of the grades awarded on quizzes and unit tests. However, in preparing the quarterly grades the following guidelines should be considered.

THE APPRAISAL OF READING PROGRESS

GUIDELINES FOR GRADING

1. Consider the student's capacity to learn and his instructional level. Hopefully, a student is graded at his level of success.

2. Consider the reader's speed of learning. A slow-reacting child may be expected to achieve far less in amount of work in the time available.

3. Consider the degree to which goals set by and with the youngster were accomplished. Ask, "What grades do you think you have earned?"

In the light of the philosophy of the reading department and the objectives of the program, the EFFORT grade is the one to stress. Reading teachers should continue to work toward an enlightened appraisal of pupil progress.

It is, of course, the seriously disabled reader for whom the regular curriculum and its practices are unsuitable. Some pupils need individual evaluation of their reading difficulties and additional program adjustments.

PRECAUTIONS--TESTING

Before scheduling that first individual test take note as follows: (Strang, lectures, U. of Chicago, July, 1965.)

1. Try to select the right instrument for your purpose on the basis of previous observation. Study the directions. Have materials ready.

2. Use enough of the test or tests to tell you what you need to know, but don't spend time gathering data that won't be used for awhile.

3. Write EVERYTHING down. Get responses on tape if possible. Keep good records.

4. Note the KIND of oral reading errors.

THE APPRAISAL OF READING PROGRESS

PRECAUTIONS--TESTING

5. Learn to observe behavior and LISTEN to what the pupil is trying to tell you about himself through what he says and doesn't say.

6. Decide on the basis of your data what aspect is CRUCIAL to the pupil's progress for his very next step. (It may not be a worksheet, you know. It may be giving him recognition for something well done outside of class.)

7. Avoid labeling. Check all test scores for the possibility of error. Check your inferences with other observations.

8. Do not assume that a percentile point represents actual achievement.

9. Do not assume potential ability from a group IQ test.

10. Try to classify the adequacy of responses: too few details, vague general statements that could apply to any article, or perhaps an accurate summary with indications of creative thinking.

Placement tests, EDL Efficiency Checks, and teacher-made tests are available in each reading department. At the end of this section are listed standardized tests provided in each school.

A detailed description of how to construct and administer both the individual and group INFORMAL READING INVENTORY follows. This is a technique which every reading teacher will want to use.

Other materials in this section of the GUIDE are:

1. THE GRADED WORD LIST--reading level guide
2. BOYD TEST of PHONETIC SKILLS
3. ANALYSIS of ERRORS--a chart
4. TEACHER'S SUMMARY SHEET--class inventory
5. READING and SPELLING CUMULATIVE RECORD
6. READING IMPROVEMENT SCORECARD--goal card
7. READING SKILLS PROGRAMMING SHEET and SURVEY TEST

THE APPRAISAL OF READING PROGRESS

INFORMAL READING INVENTORY

(Adapted from Informal Reading Inventories, International Reading Association) Johnson and Kress

DEFINITION AND PURPOSES

The informal reading inventory is a structured non-standardized observation of actual reading performance. It is an appraisal of an individual's reading achievement as shown by his reading from a graded set of books or paragraphs. It does not measure and compare the student to others, but rather it measures the student's reading as it is at the moment of testing. Informal does not mean casual in the IRI procedure.

This testing technique is popular for several reasons:

1. Three reading levels can be determined quickly: independent, instructional, and frustration.

   "Is the text suitable for this pupil's reading instruction?" is the key answer the interviewer seeks.

2. Strengths and weaknesses in word attack skills and the ability to express himself in answering questions are indicated.

3. The pupil becomes aware of his levels of reading achievement. At the junior high this is advisable.

4. Repeated inventories may serve as an indication of reading progress.

5. There is no cost involved other than time. The technique is suited to and should be used with social studies and science material as well as stories.

6. When content texts are used, the teacher makes a contribution which can be shared with others. It becomes immediately apparent whether or not the texts are too difficult for the class.

7. The teacher strengthens his skill as a diagnostician.

THE APPRAISAL OF READING PROGRESS

MATERIALS and STEPS in GIVING the IRI

1. Select two reading selections for each grade level, 2.0--11.0. Use basal reader or content material selections which the pupil has not seen. Length of material will vary with the degree of difficulty, but should be at least 250-350 words. Mount each of these on a separate card. Prepare printed copies for recording errors.

2. Construct a block of from five to ten questions for each paragraph. Include factual, inferential, and vocabulary questions. Ask questions which include critical reading. Main idea, important details, reaching conclusions, and getting the meaning of a word or phrase from context should be included.

3. Ask questions to establish rapport. (If possible get everything on tape for later analysis.)

4. Give a word recognition test such as the LaPray and Ross "Graded Word List."

5.a. Set a purpose for each reading, but do not reveal vocabulary or main idea.

5.b. Begin the oral reading of paragraphs at least one level lower than that at which he first met difficulty in the word recognition test.

6. As he reads, record the errors using a "shorthand" that is quick to write and easy to interpret. (A little practice with a taped recording is a good idea; the student is going to set his own pace.) Note the quality of his answers to questions. Does he use his own words or those of the author? Is he terse or circumlocutionary?

7.a. Set a purpose for silent reading of the second selection, which is at the same level of difficulty as the oral selection just completed.

7.b. While the pupil is reading, keep tract of the time required and any signs of difficulty.

THE APPRAISAL OF READING PROGRESS

MATERIALS and STEPS in GIVING the IRI

7.c. Administer the comprehension check on the silent reading.

7.d. Have pupil reread a portion of the selection orally after instructor has set a purpose for this re-reading.

7.e. Mark the errors as was done during the oral reading at sight.

8. Continue with the graded paragraphs until he reaches his frustration level.

9.a. Record on the printed copy on which errors have been marked: the verbatim answers to comprehension questions (if possible), evidences of poor phrasing, vocalization, methods of word attack, etc.

9.b. Record his independent, instructional and frustration levels according to the criteria described by Betts.

INFORMAL GROUP INVENTORY (adapted from IRI techniques)

In a group situation the materials are not read at sight. Rather, materials are first read silently. Portions to be read for oral evaluation may be answers to direct questions asked by the teacher.

To get an idea of how well pupils can read the text book assigned them in social studies or science, the teacher might follow this procedure:

1. Select a five or ten-page section of the text well back in the book.
2. Prepare a set of questions, type them, and distribute copies at the beginning of the class. Pupils do not look at the questions before reading.
3. Instruct the pupils before the reading that they will answer the questions without looking at the text.

THE APPRAISAL OF READING PROGRESS

INFORMAL GROUP INVENTORY

4. Time the selent reading. Pupils will look at the board and record on their papers the time indicated. Then they answer the questions.

5. After the test, pupils exchange papers, and the teacher and they discuss the answers and HOW TO READ AN ASSIGNMENT.

The questions on the GROUP INVENTORY should reflect the major aspects of comprehension as:

1. What did the author say? (recall)
2. What was the main idea of this section?
3. What are the most important details?
4. How can you determine the accuracy of what you have just read? (evaluation)
5. What one question would you like to read to find in the succeeding pages?

Materials and Scheduling

A graded set of basal reader selections, or printed selections from different levels of science or social studies materials, or the students' present textbooks can be used for a quick appraisal of reading ability and textbook fit.

The testing should be planned for several days. A week's plan for the 7th grade might look like this:

Monday	5.0 selection	All students read orally.
Tuesday	6.0 selection	All who passed 5.0 level at FRUSTRATION level or above read aloud.
Wednesday	7.0 selection	All students who passed the 6.0 level read.
Thursday	8.0 selection	Same as above except at 7.0
Friday	Below 5.0	Those below 5.0 use IRI.

THE APPRAISAL OF READING PROGRESS

RECORDING INFORMAL READING INVENTORY ERRORS

An actual test paragraph* as recorded by a reading teacher is shown here. Note that additional commentary regarding behavior is noted in the margin.

One day/$\overset{\text{Knot}}{\text{Knut}}$ had an/$\overset{\text{in}}{\text{in}\cancel{\text{voluntary}}}$/swim/in company with a ~~dangerous~~,/$\overset{\text{men}}{\text{man}}$-eating shark./ No one/was ever/allowed/to swim away/from the raft,/both on account of the raft's/ /drift/and because of $\overset{\text{the}}{\wedge}$sharks./ But one day/$\overset{\text{snug it}}{\underline{\text{it was extra}}}$ quiet/a long way before $\overset{\text{coming}}{\cancel{\text{he come}}}$ up/to the surface/to/$\overset{\text{H}}{\text{crawl}}$/ back./ At that moment/we saw/from the $\overset{\text{H}}{\text{mast}}$/a shadow bigger than $\overset{\text{Knot}}{\text{Knut}}$/coming up behind him,/deeper down./

Finger pointing

Lost place twice

BEHAVIOR	SUGGESTED KEY(s)	ADDITIONAL COMMENTS
repetition	$\overset{\text{R}}{\text{was}}$ OR was	Finger pointing
substitution	$\overset{\text{saw}}{\cancel{\text{was}}}$	Head movement
self-correction	$\overset{\text{saw✓}}{\cancel{\text{was}}}$ OR $\overset{\text{saw/ok}}{\cancel{\text{was}}}$	Lip movement
omission	~~was~~	Vocalization
word-by-word phrasing	the/man/was/	Signs of tension Poor diction
phrasing in general	/the man was/	
insertion	the$\overset{\text{big}}{\wedge}$man	
examiner gave help	$\bigcirc$was	
hesitation over pronunciation	$\overset{\text{h}}{\text{was}}$	

NOTE: The Betts reading level designations which follow will help the teacher to judge performance on this IRI.

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*Selection from the Kent State University Informal Reading Survey

THE APPRAISAL OF READING PROGRESS

Characteristics of the Three Reading Levels according to Betts:

INDEPENDENT READING LEVEL

	"The level at which free, supplementary, independent, or extensive reading can be done successfully."
Criteria	99% Word recognition 90% Comprehension (1 error in 100 words)
Behavioral Characteristics	Rhythmical, expressive oral reading Accurate observation of punctuation Acceptable reading posture No evidence of: lip movement finger pointing vocalization anxiety Silent rate of comprehension higher than oral reading

INSTRUCTIONAL READING LEVEL

	"The level at which systematic instruction needs to be initiated. The material is challenging but not frustrating."
	ORAL READING after SILENT STUDY
Criteria	95% Word recognition 75% Comprehension (5 errors in 100 words)
Behavioral Characteristics	Basically the same as for the Independent Reading Level

FRUSTRATION READING LEVEL

	"The level at which the individual is inadequate to deal with the reading material."
Criteria	90% Word recognition (or less) 50% Comprehension (or less)
Behavioral Characteristics	Inability to anticipate meaning Unfamiliarity with the facts of the material. Possible evidence of one or more of: finger pointing distractions lack of rhythm stuttering high-pitched voice word by word reading lip movement lack of expression repetition of words insertion of words word substitution omission vocalization refusal to read

THE APPRAISAL OF READING PROGRESS

THE GRADED WORD LIST: QUICK GAUGE OF READING ABILITY

LaPray and Ross (11)

Purposes: 1. to determine a reading level
2. to detect errors in word analysis

Administration:

1. Type out each list of ten words on an index card.
2. Begin with a card that is at least two years below the student's grade (6-8)
3. Ask the student to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicates the base level.
4. Write down all incorrect responses, or use diacritical marks on your copy of the test. For example, lonely might be read and recorded as lovely. Appartus might be recorded as a per' a tus.
5. Encourage the student to read words he does not know so that you can identify the techniques he uses for word identification.
6. Have the student read from increasingly difficult lists until he misses at least three words.

Analysis:

1. INDEPENDENT LEVEL -- 1 error in the list of 10
INSTRUCTIONAL LEVEL -- 2 errors in the list of 10
FRUSTRATION LEVEL -- 3 or more errors

2.

Error (most frequent)	Examples
reversal	ton for not
consonant	now for how
consonant clusters	state for straight
short vowel	cane for can
long vowel	wid for wide
vowel digraph	pan for pain
prefix	improved for improved
suffix (other endings)	improve for improved
miscellaneous	(accent, omissions, etc.)

THE APPRAISAL OF READING PROGRESS

GRADED WORD LIST, LaPray and Moss (11)

PP	Primer	1	2	3	4
see	you	road	our	city	decided
play	come	live	please	middle	served
me	not	thank	myself	moment	amazed
at	with	when	town	frightened	silent
run	jump	bigger	early	exclaimed	wrecked
go	help	how	send	several	improved
and	is	always	wide	lonely	certainly
lock	work	night	believe	drew	entered
can	are	spring	quietly	since	realized
here	this	today	carefully	straight	interrupted

(Listen for endings. Teach t, d clue.)

5	6	7	8	9
scanty	bridge	amber	capacious	conscientious
certainly	commercial	dominion	limitation	isolation
develop	abolish	sundry	pretext	molecule
considered	trucker	capillary	intrigue	ritual
discussed	apparatus	impetuous	delusion	momentous
behaved	elementary	blight	immaculate	vulnerable
splendid	comment	wrest	ascent	kinship
acquainted	necessity	enumerate	acrid	conservatism
escaped	gallery	daunted	binocular	jaunty
grim	relativity	condescend	embankment	inventive

10	11
zany	galore
jerkin	rotunda
nausea	capitalism
gratuitous	prevaricate
linear	risible
inept	exonerate
legality	superannuate
aspen	luxuriate
amnesty	piebald
barometer	crunch

NOTES for TEACHER:

1. Make a copy of list for your marking.
2. Choose words at random for vocabulary check marking for meanings thus:

   M+ - correct response
   M- incorrect response
3. Note the quality of the responses.
4. Note behavior: posture, facial expression--clues to FRUSTRATION and attitude.

THE APPRAISAL OF READING PROGRESS

BOYD TEST OF PHONETIC SKILLS (University of Chicago)

DIRECTIONS:

This test should be administered orally on a one-to-one basis. The stimulus nonsense words and phrases should be printed in lower case lettering, in bold print on 3" x5" unlined index cards. One stimulus is printed on each card.

The student's response, if correct, need not be noted on the summary sheet. Record incorrect responses phonetically on the summary sheet.

EXAMPLE: Consonant Blends

	Record	Bl	V	E
clup				
stirs				

Sections IIC and thereafter have after the stimulus word a clue for the teacher only. Clues should not be included on the 3' x5' card shown to the student. At no time should the response sheet be shown to the student in place of stimulus cards. There is no time limit. Corrections by the student are not counted as errors.

It is the kind of error (not the total of errors on the whole test) which is important for guiding the remedial program for an individual pupil. The teacher must listen closely and record as accurately as possible. Give as much of the test as will serve the purpose.

Recording Key to the Abbreviations:

B - Beginning
E - Ending
V - Vowel
Bl - Blend
D - Digraph
C - Consonant
P - Phonogram

BOYD TEST OF PHONETIC SKILLS (University of Chicago)

Name ____________________ Grade ____ Date ________ Examiner _____________

Directions: Record incorrect responses phonetically. ✓error classification.

Level I Consonants--vowels

		Record		B	E	V
1.	bem	[illegible]				✓
2.	dor					
3.	fet					
4.	hus					
5.	kon					
6.	vip					
7.	wos					
8.	yeb	[illegible]		✓		
9.	nem					
10.	cul					
11.	jeg					
12.	mid					
13.	gud					
14.	rip					
15.	sab					

Level II-A Consonant Blends

		Record		Bl	V	E
1.	clup					
2.	fron	frown			✓	
3.	gris					
4.	tran					
5.	swed					
6.	cron					
7.	bret					
8.	glit					
9.	stris					

Level II-B Consonant Digraphs

		Record		D	V	E
1.	chas					
2.	shan	[illegible]			✓	
3.	thob	[illegible]		✓		
4.	whes					
5.	seck					
6.	quin					

Level II-C Vowel Controllers

		Record	Bl	V	C
1.	blar (far)				
2.	scur (fur)	scar		✓	
3.	flir (stir)				
4.	smaw (saw)	snarl	✓		✓
5.	sler (her)				
6.	snal (pal)				
7.	stor (for)				
8.	skow (cow) (know)				

Level II-D Open Syllables

		Record			B	V
1.	po (ō)					
2.	mu (ū)					
3.	ri (ī)					
4.	te (ē)					
5.	fa (ā)	faw				✓
6.	ky (ī)					

Level II-E Beginning Vowels

		Record		E
1.	et (ĕ)	it	✓	
2.	ab (ă)	ad		✓
3.	ut (ŭ)			
4.	ig (ĭ)			
5.	os (ŏ)			

Level II-F c and g Sounds

		Record	B	V	E
1.	gen (j)				
2.	cof (k)				
3.	gam (g)	jam	✓		
4.	cil (s)				
5.	ces (s)				

Level II-G Final e

		Record	B	V	E
1.	nobe (nōb)				
2.	rafe (rāf)	răf		✓	
3.	sebe (sēb)				
4.	tife (tīf)	trife	✓		
5.	hute (hūt)				

TOTAL RIGHT

I _____
II-A _____
II-B _____
II-C _____
II-D _____
II-E _____
II-F _____
II-G _____
III _____
III-A _____
III-B _____
IV _____
IV-A _____
V _____

KEY:

B - Beginning
E - Ending
V - Vowel
Bl- Blend
D - Digraph
C - Consonant
P - Phonogram

(Remember--It is the kind of error not the quantity which is important. Begin teaching at the break-down)

THE APPRAISAL OF READING PROGRESS

BOYD TEST OF PHONETIC SKILLS (University of Chicago)

Name ____________ Grade ___ Date ______ Examiner ____________

Level III Vowel Digraphs

Record B E D

1. meid (ē) ____________
2. woit (oil) ____________
3. noaf (ō) ____________
4. luet (ū) ____________
5. fain (ā) fain ✓
6. hius (ī) /
7. dieb (ī) deeb ✓
8. keat (ē) ____________
9. toen (ō) ____________
10. moy (oi) ____________
11. kay (ā) ____________
12. doot (oo) 1) ____________
13. soun (ow) 2) ____________

1) "oo" can be pronounced as in noon or as in book.

2) "ou" can be prounced as in noun or as in soul.

Level III-A Phonograms

Record B P

1. hing ____________
2. mang ____________
3. fink ____________
4. nill ____________
5. dank ____________
6. pell ____________
7. desion des i on ✓
8. lamous ____________
9. nought ____________

Level III-B Silent Letters

Record B E V

1. knet (net) ____________
2. pnam (nam) ____________
3. wrat (rat) ____________

Level IV Open Syllables

Record

1. tapod tappod
2. setin ____________
3. himut ____________
4. hogim ____________
5. nusig ____________

Level IV-A Closed Syllables

Record

1. dabbet ____________
2. delrim del rim
3. fumdol ____________
4. higtat ____________
5. posrud ____________

Level V Selection and Application

Record

1. rutemub (rŭtmŭb) ____________
(rū te mub) ____________
____
2. goreato (gō rē to) ____________
____
____
3. fawlote (faw lōt) ____________
____
____
4. tahal ____________
5. stitemeid (stī te mēd) ____________
____
(stĭt med) ____________
6. pnum (num) ____________
7. panciate (panshear) ____________
____
8. stilo (stīlō) ____________
9. sublogue (sublog) ____________
10. vapier (vapur) ____________
____
11. ubidge (ūbij) ____________
12. ruker (rookur) ____________
____

APPRAISAL II- . 24

TEACHER'S SUMMARY SHEET OF CLASS PERFORMANCE and
INVENTORY

Student's Name Mark: S+ = Excellent S = Satisfactory U = Unsatisfactory	Consonants	Vowels Long & Short Digraphs	Ending 's, ed, ing	Syllabication	Prefixes	Suffixes	Root Words	Context Clues	Dictionary Finding Meaning	Main Idea Sentence	Main Idea
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

Teachers could use red ink for 1st semester work; black for 2nd semester. This kin
the year rush.

APPRAISAL II - 24

HEET OF CLASS PERFORMANCE and ACHIEVEMENT

Suffixes	Root Words	Context Clues	Dictionary Finding Meaning	Main Idea Sentence	Main Idea Paragraph	Main Idea 2 page Selection	Details Important	Inference	Conclusions Evidence Fact, Opinion Book Reactions	Library Book in class	Instructional Level & Comments (Expectancy)

ck for 2nd semester. This kind of on-the-go record keeping helps to prevent end-of-

JUNIOR HIGH SCHOOL
READING AND SPELLING CUMULATIVE RECORD
Naperville, Illinois

A. STANDARDIZED TESTS and INFORMAL	6th Group___	Last 7th Group___	First 8th Group___
1. Intelligence Quotient(Verb or Total)			
(Non-Verbal)			
2. Achievement Test Percentiles and/or G.E.			
Composite			
Read. Comp.			
Read. Voc.			
Read. Total			
Math Total			
Spelling			
3. Other tests (include in folder in some cases) a. Reading: (Indicate title; results) ______________			
b. Spelling: (Indicate # missed)			
1. Text Book Inventory (-)			
2. Common Words 100 Test (-)			
B. LEVELS of ACHIEVEMENT 1. Better Reading Bk_ or other RATE 2. Read for Understanding (final) 3. Webster Clinic Level ___ (final)	SetJr.Step_ Level_____	Average Bk._Index__ SetJr.Step_ Level_____	Average Bk._Index___ Set.___Step_ ________
4. Special Materials (titles used) 5. Instructional level (estimate)			
C. SPECIFIC SKILLS and ATTITUDES (A-Adequate W-Weak P-Poor) 1. Work Study Skills			
2. Word Recognition & Vocabulary a. Uses phonetic principles			
b. Uses dictionary			
c. Uses roots & affixes			
d. Learns from assigned lessons			
3. Comprehension a. Sees main idea in paragraph			
b. Notes important details			
c. Draws accurate inferences			
d. Reads critically			

D. READING TEACHER'S COMMENTS & INITIALS (Be as specific as possible)

____

____

____

____

Use other side for additional comments.

THE APPRAISAL OF READING PROGRESS

RECORD KEEPING

In a program oriented toward diagnostic teaching the teachers are constantly on the look out for more efficient methods for noting progress and changing assignments to fit each pupil's needs. (Paraprofessionals could be a boon to the busy reading teacher.)

An example of a portion of a Vocabulary Skills Goal Sheet is shown below. Both the student and teacher have copies though the sheets may not be exactly alike because the teacher has to summarize the progress of many pupils. Goals sheets are useful in explaining the program to parents during conferences which occur concerning a pupil's progress.

2nd Qtr. GOAL SHEET Name________________________________

Mark: S+ = excellent S = satisfactory U = unsatisfactory

SKILL Using Context Clues	First Test	Retest
1. ability to find correct definition	_____	_____
2. ability to use direct clues (and,or)	_____	_____
3. ability to use opposites (but,however)	_____	_____

GOAL SETTING

The teenager should be involved in setting his own goals on the basis of recognized needs which are inhibiting his progress. What have you learned? What do you think you have yet to learn? These two questions direct the attention where it belongs in a junior high school reading improvement program. In the eighth grade laboratory, particularly, attempts are made to use this type of "prescription" approach to setting learning tasks. The number attending the extra lab sessions conducted during the homeroom period attests to the value of involving pupils in goal setting.

The READING IMPROVEMENT SCORECARD delineates many reading skills. It is important that pupils and parents recognize that reading is complex and that it may take some time to become a skilled reader.

READING IMPROVEMENT SCORECARD ______________________ contestant

Keeping Track of my Goals ______ year

Directions: Place a ✓ when you have completed your practice work. See your teacher for ✓ up and suggestions.

		1st quarter		2nd quarter		3rd quarter		4th quarter	
		Practices Completed	Teacher OK	Practices Completed	Teacher OK	Practices Completed	Teacher OK	Practices Completed	Teacher OK
I'm getting quicker and more accurate in pronouncing words.									
a. isolation	flash lists								
b. with clues	context dictionary								
c. new words & their meanings									
I'm getting better in getting the meaning of what I read.									
a. main idea	sentences paragraph								
	stories reference								
b. details	main ones sequence								
c. "hidden" meanings	analogies								
	cause & effect								
	predicting								
I'm getting better at reaching logical conclusions.									
a. evidence in print									
b. fact or opinion noted									
c. reactions to books									
I'm reading more and enjoying it more, too.									
a. yes									
b. sometimes									
c. not yet									
I'm reading at suitable rates.									

READING SKILLS SURVEY - PROGRAMMING SHEET
NAPERVILLE JUNIOR HIGH SCHOOLS

NAME ________________
Period ________

WRITTEN FOR 7th GRADE CLASS ROOM MATERIALS

If you have missed two or more items in a section of the READING SKILLS SURVEY, then you need to correct deficiencies in that area of reading skills. Use this sheet to keep track of your required work. Keep all of your work in your spiral notebook. When you have completed a section of work, bring this paper and your notebook to your teacher for checking. She will then give you a short test to check your mastery of the skill that you have studied.

	SKILL	SOURCES	DATE ENDED	TCHR. OK	TEST SCORE
1.	Knowledge of vowels	Dr. Spello, pages 4 and 5 Be a Better Reader, pages 10,11,12			
2.	Hard or Soft c-g	Dr. Spello, page 13 (lessons 13-14) Be a Better Reader I, p. 13 and the top of 14 Basic Reading Skills for H.S. page 53, left side of page			
3.	Long Vowels	Dr. Spello, pages 16,17,18 and 19 Be a Better Rdr. I. bottom of page 14 and page 15 Basic Rdg. Skills for H.S. p. 57			
4.	gh sound	Your teacher has a ditto sheet prepared for this skill.			
5.	Vowel Principles	Be a Better Reader I. pp. 27,28 Dr. Spello, pp. 16,17,18,19,20 (NOTE: those students that have done the assignments for Skill no. 3 - do only p. 20)			
6 & 7	Syllables	Be a Better Rdr. I, pp. 40,41,55 Basic Reading Skills for Jr. High, pages 54,55,56,57			
8.	Root Words Prefixes Suffixes	Dr. Spello, Unit 15 (pages 64-70) Advanced Skills in Rdg. I. 7 pages 75 to 84 (NOTE: When doing exercises 1-7, do only the first 10)			
9.	Silent Letters	Dr. Spello, pages 32,33,61,62,63			
10.	Pronunciation of Phonetic Spellings	Advanced Skills in Rdg., pp. 239-40 (including exercises 4 and 5) Basic Goals in Spelling (each unit)			
11.	Guide Words in Dictionary	Advanced Skills in Rdg. (gr. 7) pages 239,240 (include ex. 4,5,6)			
12.	Dictionary Skills	Basic Rdg. Skills for H.S. p. 114 Study Sheet from teacher			

THE APPRAISAL OF READING PROGRESS

READING SKILLS SURVEY TEST (EXCERPT) Name____________________
NAPERVILLE JUNIOR HIGH SCHOOLS Period________

DIRECTIONS: READ CAREFULLY. IF, AFTER READING THE DIRECTIONS TWICE, YOU DON'T KNOW WHAT DO DO, RAISE YOUR HAND.

1. The vowels are ___, ___, ___, ___, ___, and sometimes ___.

2. After each of the following words put an H if you hear a hard "g" or a hard "c" sound and put an S if a soft "g" or "c".

gorilla____ rage____ balance____ cereal____
kangaroo___ guide___ imagine____ curly ____

3. Circle only those words that have a long vowel sound.

music problem monkey gentle trick
mountain meaning compute giant pike

4. Put an "F" after the word if the "gh" sounds like an "F" or put an "S" after the word if the "gh" is silent.

rough____ though____ enough____ neighbor____ tough____

5. By adding another vowel to the following words (either in the middle or the end), change the short vowel sounds into long vowel sounds. Example: bed - bead fin - fine

bit_________ hop______ cot________ lad________

6. After each word, write the number of syllables. dinner 2

dictionary ____ know _____ quiet _____
separate ____ quite_____ coast _____

7. Divide words into syllables. After each word, write the letter of the principle used. Example: fol|low B

discuss_____ oblong______
scapegoat___ goldfinch___
spinal______ famous______
peddler_____ arrange_____
fondle______ rumble______

A. dividing between words of a compound word
B. dividing between double consonants
C. dividing between separately sounded consonants (vccv)
D. dividing before single consonants (vcv)
E. dividing before cons. + le

THE APPRAISAL OF READING PROGRESS

8. Write the root word for each of the following words.

action ______________ different______________

unbelievable____________ violinist______________

9. Draw a diagonal line through the silent letter or letters in each of the following words. If the word does not have a silent letter, just leave it as it is. Examples: fo~~u~~r cat

tardy term quart thumb column knee

10. Match phrases with the appropriate "word" at the left. Write only the correct letter after the phrase.

1. a wild animal ______
2. a young sheep_______
3. a large bag _______
4. kind of soft candy _____
5. a pile of anything _____

a. fuj
b. laf
c. foks
d. stak
e. lam
f. sak

11. Presume that this information is a dictionary page.

Put an A after the word if it comes AFTER the guide words.
Put a B if the word comes BEFORE this page.
Put an X if the word is found on THIS SPECIFIC page.

FLUID............FLUTING	SUPPORT............SURE
fluorescence _______	supportable_______
fluting machine_____	surface__________
fluvial__________	surcharge________
fluorite__________	sure-footed_______
fluctuation_________	supplier_________

DIRECTIONS: USE THE DICTIONARY ON YOUR DESK TO ANSWER.

1. What are the guide words for the word indeed?__________
2. What part of speech is the word polarize?____________
3. According to this dictionary, what is a synonym for the word contemplate?______________
4. From what language does the word bland originate?_______
5. Who was Samuel Gompers?____________________________

DICTIONARY USED ______________________________

ANALYSIS of ERRORS

The following are common word perception errors:

Stimulus Word	Pupil Response	Possible Type of Error
pan	corner	guess
clock	chalk	overdependence on general configuration
flag	flash	overdependence on initial clues (visual)
show	grow	overdependence on final clues (visual)
peep	sleeve	overdependence on medial clues (visual)
dog	puppy	overdependence on context clues
now	no	non-recognition of dipthongs
drop	drope	confusion with final e principle
hope	hop	non-recognition of final e
meat	met	confusion of short vowel with digraph
pad	paid	confusion of digraph with short vowel
content'	con'tent	lack of emphasis on context clues
pit	pet	confusion of short vowels
chew	shew(shoe)	confusion of initial consonant sounds
watch	wash	confusion of final consonant sounds
pat	bat	static (letter) reversal
saw	was	kinetic (word) reversal
chew	ch-we	partial reversal
cat	at	omission
at	sat	addition

Source: DuPage County Reading Workshop
DuPage County Superintendent of Schools, Wheaton, Illinois.

THE APPRAISAL OF READING PROGRESS

Teacher's Notes--Ideas to Share

THE APPRAISAL OF READING PROGRESS

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THE BASIC SKILLS

THE BASIC SKILLS

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THE BASIC SKILLS

IMPROVING LISTENING

Of significant importance to the reading task--and too often overlooked--are the skills of effective listening. With the advent of mass communications molding public opinion and direction, it is imperative that the informed adult possess analytic listening habits; critical reading skills are not enough.

One may listen for many reasons: to be entertained by music or friends, to be convinced by a salesman, or to receive instructions from a superior. In political discussion or school, however, listening has a more serious intent. One is listening to learn, to be informed, to make decisions. As much as forty-five percent of a junior high youngster's school time is spent in listening.

The responsibility of the junior high teacher in teaching listening begins with two basic understandings. The teacher must first know whether any youngster has a hearing loss. The implications of this problem are obvious. Educational achievement is based on language development, and hearing and speech are part of language development. The supposedly inattentive or confused youngster, the youngster who consistently cocks his head in one direction or who cannot modulate his voice properly may have a hearing impairment which will affect the development of good listening skills.

The teacher must also be alert to possible problems involving discrimination. The child who cannot distinguish between "mod" and "nod" because he does not hear the difference between the "m" and the "n" will certainly be hindered in listening effectively to sentences and longer selections. Vocabulary development and spelling will be affected by poor perception of sounds.

In Naperville, all pupils have their hearing tested as seventh graders. Teachers may have the nurse test or retest any youngster who shows signs of hearing loss. The speech correctionist, too, is of assistance in helping youngsters overcome speech problems resulting from hearing difficulties.

Dr. Ralph G. Nichols, head of the Rhetoric Department, University of Minnesota, has stated (Midyear Workshop in Naperville, March 11, 1963) that only fifty percent of what is heard will be remembered at the end of a speech, and only twenty-five percent, two months later. Since most of the pupils' time in secondary school is devoted to listening to lectures, training in becoming an effective listener is profitable for junior high youth.

CHARACTERISTICS OF A GOOD LISTENER

A motivated listener is one who is "tuned-in" to the listening situation. The listener who is seeking the message of the speaker must be willing to "tune-out" extraneous circumstances around him, including even the distracting habits of the speaker. Concentration throughout the entire speech will be critical. Any tuning in and out during the speech will lower the level of remembering the effectiveness of listening.

A good listener should question, and perhaps even guess the next ideas of the speaker. Speed of thinking is much faster than speed of speaking, and the good listener is able to anticipate what will be said next. Even if the speaker's next idea is not what the listener might think, the exercise may well provide something new to be learned.

The purposeful listener is aware of clues which show a shift in main ideas; he is detached enough in listening so that his own emotional reaction to the speech does not distort correct interpretation of the speaker's words. Notetaking may be important for clarification and later questioning.

Finally the listener is aware of any review or summarizing the speaker does. At this point, the listener has another chance to assess and evaluate what has been said. The listener weighs evidence in relation to the speaker's background and authority, and to the adequacy of the ideas presented.

GENERAL PROCEDURES

Available to junior high reading teachers are prepared tapes which correlate listening, reading, and thinking. A few of the topics presented on tape are:

general listening habits
vocabulary development and context clues to meaning
sentence structure and finding main ideas
persuasive speaking and noting author's purpose
recognizing what is fact and what is opinion

IMPROVING LISTENING

With these materials, one could quite adequately supplement a program in listening and re-emphasize reading and thinking skills. Reading and listening are quite similar skills, however, and a poor reader is probably at a severe disadvantage in using these tapes. The accompanying workbooks may prove difficult for some. The teacher will note that the poor reader will not be able to concentrate for as long a period of time as one would hope. In fact, he may resist the listening practice.

Opportunities for teaching good listening skills abound. Good listening habits are developed when the youngsters are taught to look at the teacher when she is speaking. The teacher having their attention must speak directly and clearly. Directions should not be repeated so often that youngsters become lazy listeners overly dependent on the teacher. Any class activity in which one speaker holds the floor is a listening experience for thirty or more others.

The OBJECTIVES and PROCEDURES for IMPROVING LISTENING which follow are useful practices which can be repeated in each grade. Tapes and workbooks available in the schools are listed in the YELLOW PAGES. Many professional books listed in the bibliographies throughout this GUIDE contain chapters dealing with the importance of LISTENING.

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IMPROVING LISTENING

OBJECTIVES	PROCEDURES
Understanding ideas in a sequence	--Tape specific directions to be carried out for heading a paper and numbering for a quiz. 1. State the purpose for listening. 2. Discuss the results of the directions.
Reproducing from memory what is heard	--Tape a sentence or phrase and repeat it. 1. Instruct youngsters to listen to remember the exact wording of the sentence. 2. Have students write exactly what is heard. --Use the above as a spelling exercise.
Relating accurately from memory specific facts heard	--Play a tape of a simple story. 1. Set the student's purpose for listening. 2. Have students answer questions: who, what, where, when, why, and how. 3. Ask pupils to write or to tell what kind of question is most difficult to answer. 4. Test whether visual or aural memory is stronger by arranging to have both a printed story and a taped story of equal difficulty. Test memory of each content.

IMPROVING LISTENING

OBJECTIVES	PROCEDURES
Relating accurately from memory specific facts heard	--Whisper a "rumor" to a youngster. 1. Have student pass on the "rumor." 2. Compare the original "rumor" with what the last youngster heard. --Read a short news article to the class while four or five students wait outside. 1. Have the first student return. Have news item related. 2. Have the second pupil return. Have the first student repeat what was told to him. 3. Continue this procedure until all pupils return to the room. 4. Read article again to check the accuracy of listening and recall. --Instruct students to listen carefully to P.A. announcements, an assembly program or student council meeting. Ask the following questions: What was the purpose of the assembly or announcement? What new idea was learned? What ideas are important to you? Do you agree with all that you have heard? Why or why not?

IMPROVING LISTENING

OBJECTIVES	PROCEDURES
Anticipating what will be said next	--Read parts of a phrase or sentence; youngsters are to complete it. EXAMPLES: Light as a____________ Swam like a____________ --Write on the board a story with blanks for missing words. 1. Read the story omitting words. 2. Have students complete the blanks.
Posing questions from what is heard	--Read or play a taped selection. 1. Stop the tape. Ask youngsters what they think will happen next. 2. Have students pose questions to be answered next from the reading. 3. Discuss ideas with which students agree or disagree.
Summarizing from what is heard	--Read a selection to students. 1. Ask youngsters to write main idea and three important details. 2. Ask youngsters to summarize.
Evaluating critically	--Read a selection to students and have them discuss: author's background facts given to support author's view whether or not they agree with statements giving evidence from selection.

IMPROVING LISTENING

OBJECTIVES	PROCEDURES
Evaluating critically	--Have youngsters compare newspaper and television coverage of a particular current event. 1. Discuss completeness of coverage. 2. Discuss bias, if any. 3. Discuss methods by which tv announces unsubstantiated reports. --Have youngsters react critically to student council meetings and procedures. 1. What issues were discussed? 2. Why were the issues discussed? 3. Why are minutes read then approved or amended? 4. What is the value of an agenda? 5. What actual evidence was given in presenting a particular problem or issue? 6. Were there speakers for both sides of an issue? 7. What evidence did these speakers provide? 8. Why must good manners prevail even when one disagrees? 9. Did the speakers use any emotionally packed words or arguments?

III-8

IMPROVING LISTENING

Teacher's Notes--Ideas to Share

THE BASIC SKILLS

IMPROVING WORD RECOGNITION

Junior high reading teachers often find that readers need further development of word recognition skills. Age or grade placement should not limit any instructional program if there is evidence that particular needs have not been met. The weekly spelling lesson, the reading of words from a glossary or dictionary, and the reading of the morning bulletin are examples of opportunities for informal diagnosis. The pupils' cumulative reading records should indicate whether word recognition skills are weak. The DIAGNOSIS section of this GUIDE gives helpful suggestions for analysis of word recognition difficulties.

The levels of word recognition and the approaches to word recognition which follow describe the sequence of skill development and methods which readers employ for unlocking new words.

LEVELS OF WORD RECOGNITION ACHIEVEMENT

Level I	Pupil attacks a word form which is like a known word except for an initial or final consonant letter, or a known structural element.
Level II	Pupil applies his knowledge of two-letter consonant symbols (wh, th, ch, sh, ng). He also identifies root words in inflected forms in which the final consonant is doubled before the ending.
Level III	Pupil applies his knowledge of vowel elements to attack any one-syllable word in which the vowel sound may be determined by associating the appropriate sound with the symbols. He is able to attack an inflected form in a known root in which the final y is changed to i or in which the final e is dropped before the ending.
Level IV	Pupil applies both structural analysis and phonetic analysis to words of more than one syllable. In doing so, he applies his knowledge of the general principles of syllabication that aid in determining vowel sounds.and accent. He readily

IMPROVING WORD RECOGNITION

Level IV	identifies such simple prefixes and suffixes as re, dis, im, ful, ness, ly and y and attacks words that are formed by adding these to unknown root words.
Level V	Pupil attacks words which are unfamiliar to him in sound or meaning as well as in form. At this level he uses the dictionary to derive both the sounds and the meanings of words (2).

APPROACHES TO WORD RECOGNITION

1. Picture clues. A picture is presented with the new word or accompanies it in the text.
2. Visual repetition. The new form is presented with the known spoken form or with meaning clues.
3. Configuration. The shape of the word becomes the clue.
4. Familiar parts. Compound words, prefixes, or roots are recognized.
5. Context clues. The meaning of the new word becomes more obvious because of the sentence in which it is included.
6. Dictionary. The use of the dictionary aids in pronunciation and meaning.
7. Phonetic analysis. Letter sounds are learned. (pronunciation rules)
8. Structural analysis. Word parts are learned, (prefixes, suffixes, and roots)

All of the above are interrelated, and the skillful reader is able to use and to combine any of these approaches (1).

IMPROVING WORD RECOGNITION

TEACHING TIPS

1. Try other approaches when one approach fails. In general, a multiple approach is best to insure the use of all possible clues to word recognition.

2. Use meaningful material which is related to junior high interests and tastes. Isolated drill should be avoided.

3. Be certain that the pupil knows the meaning of the word he is trying to identify or has the background necessary to derive the meaning.

4. Emphasize the habit of noting similarities and differences among words. Train the child to analyze the word visually before he attempts to sound it.

5. Demonstrate and insist upon the habit of inspecting words thoroughly and systematically and as rapidly as possible from left to right (1).

Some of the activities which are suggested in the pages that follow are useful for all pupils in all of the grades; other procedures are of remedial nature applicable only to a few. Teachers of disabled students are reminded that WORD RECOGNITION is the first step in reading print and that without rapid recognition comprehension will be so delayed that the train of thought may be lost.

IMPROVING WORD RECOGNITION

OBJECTIVES	PROCEDURES
Improving sight vocabulary	--Have pupils pronounce quickly and clearly the COMMON SPELLING DEMONS lists. (See SPELLING section of GUIDE.)
	--Use a hand tachistoscope (3,p.208) or a mechanical tachistoscope with basic sight words and spelling filmstrips. Flash and check.
	--Use a tape recorder and have pupil read a list of words from subject area text book glossaries. Play back tape to find errors and to analyze kinds of mistakes.
	--Write on the board several pairs of words that are confused because of similarities. EXAMPLES: flight fight bridge bride Have pupil circle the odd letter with colored chalk. Use one of the words in each pair in a sentence. Have pupils underline choice.
	--Use "Wilson's Essential Vocabulary" for sight vocabulary. (See IMPROVING VOCABULARY section of this GUIDE.)
Building skill in using context clues	--Practice finding examples of each of these clues to meaning using text book content and teacher-made work sheets. 1. A new word is set off by italics, quotation marks, or boldface type. 2. A brief explanation or definition of the word is given in parentheses or in a footnote.

IMPROVING WORD RECOGNITION

OBJECTIVES	PROCEDURES
Building skill in using context clues (continued)	3. A clause or phrase which explains the meaning is inserted in the sentence. 4. A synonym or substitute phrase is used. 5. Similes or metaphors are used. 6. The meaning of the word is shown in a picture. 7. A direct explanation of the word is presented in a full sentence. 8. The sentence is written so the new word has one possible meaning. (3,p.408) --Provide exercises that require the anticipation of meaning. EXAMPLE: Scott__________home after school to ride his new Honda. Have pupil discuss verbs that would fit this context. (Scott probably was eager to ride his new Honda, therefore, words such as hurried or ran would be more appropriate than walked or strolled.) --Write an incomplete sentence and provide the first letter of the missing word. EXAMPLE: Tom r_____ into the lake. Have pupil supply various appropriate words (ran, raced, rushed). Change the letter r to s (started, sneaked, swam). Change beginning letter clue to h, etc.

IMPROVING WORD RECOGNITION

OBJECTIVES	PROCEDURES
Building skill in using context clues (continued)	--Remind pupil that neither pronunciation nor meaning of some words can be determined without context. Have pairs of sentences read, and discuss with pupil how words spelled alike differ in meaning and pronunciation. EXAMPLE: Hard work will lead to success. He picked up the lead pipe. --Discuss the appropriate techniques for using context: 1. Read the entire sentence. 2. Look at the beginning and ending sounds of the word. Think of a suitable word that begins and ends the same way. 3. Read the entire paragraph for clues. --Construct exercises to show multiple meanings. EXAMPLE: Write the number of the dictionary definition in the space next to the sentence: He rattled on with the story.________ Pete was rattled by the tales he heard.________ The dishes rattled in the sink.______ The sitter shook the baby's rattle. ______ (1) rapid succession of noises (2) confused (3) chattered (4) a toy

IMPROVING WORD RECOGNITION

OBJECTIVES	PROCEDURES
Overcoming reversals or inversions of words or letters within words	--Call attention to the initial letter clue.
NOTE: It is the small words which cause confusion.	--Use flash cards for troublesome words. Have students team for practice. --Have the pupil trace the form of the word, saying the word as he traces. Have him attempt to write the word without looking. Check. If he makes a mistake, he traces the form again. --Give completion sentences in which the proper word must be written. EXAMPLE: The boy (was, saw)_____the car. --Have pupil write troublesome words in manuscript form or type them.
Overcoming the omission of words or letters	--Have the child reread a passage. If the word is omitted the second time, ask for it specifically. (During oral reading, supply the word and make a note of it; return to word attack after the oral reading.) --Check for speech and vision problems if letter sounds are omitted. --Have the pupil read to tape recorder then have him listen to himself while following in the book. Ask detailed questions concerned with the omission. Read back for proof. Attempt to find more interesting material if pupil continues to be careless.

III-16

IMPROVING WORD RECOGNITION

OBJECTIVES	PROCEDURES
Overcoming hesitations and repetitions	--See that silent reading precedes oral reading. --Do choral reading. Emphasize phrasing. --Promote pupil's self-confidence since hesitation often indicates insecurity.
Training in use of configuration	--Direct attention to likenesses and differences in words by using the board. 1. likenesses in words eat cream 2. differences in words goon goof 3. differences in length drug prescription 4. differences in shape frug watusi 5. differences in meaning weather whether (When isolating parts of words the teacher should be careful of differences in pronunciation such as beat thread.)
Eliminating word by word reading	--Point out punctuation marks which lead to confusion in reading. --Provide oral reading of dramatic interest to eliminate monotonous reading. --Use the tape recorder. Pupil reads book while he listens to prepared tape of same text. --Give pupil easy books to read to a younger student or to put on tape for a grade school class.

IMPROVING WORD RECOGNITION

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IMPROVING WORD RECOGNITION

Teacher's Notes--Ideas to Share

THE BASIC SKILLS

IMPROVING VOCABULARY

Vocabularies in a mother tongue change in importance as skill with language increases. First, of course, is the hearing or listening vocabulary. Gradually, the speaking vocabulary includes almost all of the listening vocabulary, though it probably never includes all of it. The reading vocabulary is built upon the listening and speaking vocabularies. That is, since meaning is an essential part of reading, a child cannot really read a word until he has understood it from experience in listening and speaking. The reading vocabulary usually overtakes the speaking vocabulary during the intermediate grades, but in many cases it does not exceed the listening vocabulary. The writing vocabulary is the last to develop, requiring the other three for a foundation; it usually remains the smallest of all. The four vocabularies are sequential and interdependent (3).

BUILDING VOCABULARY--WHY?

The expression, "Words are the tools of thought," states succinctly the reason for attempting to help with vocabulary development. It is difficult to express oneself without words. Sign language leaves something to be desired in the translation.

Pupils who come to school with deprived listening vocabularies and minimal language skills (by conventional standards) have a severe handicap in learning to read and write. Frequently their auditory skills are poor, and they have a mishmash of misconceptions about words and their meanings. English is, indeed, for many a foreign language. All the methods and equipment used in a foreign language laboratory should be available for learning English-American.

The job of the teacher is to create, by every means possible, the desire for a richer more useful vocabulary to help the student to express his thoughts, to build his self-confidence, and to become aware of the treasury of others' thoughts on which he can draw if he can read the language.

BUILDING VOCABULARY--HOW BEST?

If diagnosis reveals that a pupil is deficient in vocabulary, what can be done to help him? The learning of lists of words or even of Greek and Latin roots and prefixes does not insure much vocabulary growth, according to the experts. Adults who use the how-to-build-a-vocabulary books are highly

IMPROVING VOCABULARY

BUILDING VOCABULARY--HOW BEST?

motivated, and they can certainly improve their general reading ability. The learning of words in isolation, however, is not considered to be very effective.

What is agreed upon is that the opportunity for and the encouragement of wide reading is the best and most satisfying method for improving vocabulary. Start with the pupil's interests, narrow as they may be, and lead him from book to book, up the ladder, with pauses on the rungs for a brief sharing and a pat on the back for evidences of growth. Try to get him to work out the hard words and to use context clues to the fullest. The use of specialized dictionaries or the creation of his own dictionary for his special interest, may help him to overcome his dislike of dictionaries in general. This takes time, of course, but a week's free reading with vocabulary activities as a by-product might be the most profitable week that pupil ever spent.

The second best avenue for vocabulary growth is a teacher who loves words, all kinds of words, and who shows that he, too, is still adding to his vocabulary. A daily question involving a new word, games, and simply, "That's a new word for me, too, Joe" create an atmosphere in which vocabulary development thrives.

BUILDING VOCABULARY--HOW, NEXT BEST?

The study of synonyms, antonyms, and homonyms is helpful in broadening and deepening the meanings of new words. Pupils must be taught, however, that there are shades of meaning and that the dictionary is consulted for the appropriate meaning fitting the context of the situation.

A knowledge of prefixes, suffixes and roots common to many words will simplify both pronunciation and the comprehension of words. Getting close to the meaning of a word by translating its Greek or Latin parts is great fun and a rewarding activity. Honors pupils, in particular, see the value of studying classic roots.

The teachers of social studies, science, math and special subjects share in the responsibility of helping pupils to deal with specialized or technical vocabularies. Students should be encouraged to refer to glossaries and special types of dictionaries. Pupils note that what appears to be a common word may have a very specialized meaning in a particular subject area.

IMPROVING VOCABULARY

OBJECTIVES	PROCEDURES
Becoming alert to new words and sharing them with others	--Write a daily query on the board in which an unfamiliar word is used. EXAMPLES: Are you infamous? Why or why not? Would "Lethargy Manor" be a good name for a vacation house?. Explain. --Have pupils record new words which they have heard or seen throughout the day, writing these phonetically if necssary until they can be written conventionally. 1. Print words on 3 x 5 cards and post around the room. 2. Have pupils find these words in context and copy out the selection or write down their recollection of what was said. 3. Have source of context clues noted. --Have pupils select an interest area such as baseball, hunting, listening to current records or teen-age talk. 1. Permit pupils to play charades in which new word is guessed via sound and sight clues. 2. Have pupils make up riddles or missing letter games with sufficient clues to meaning. --Have pupils recall when and where they became aware of particular words. (Perhaps a movie or television show title added a new word.) Discuss these experiences and show that words related to daily living are remembered.

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IMPROVING VOCABULARY

OBJECTIVES	PROCEDURES
Understanding words and phrases essential to physical safety and avoidance of embarrassment	--Use "Wilson's Essential Vocabulary" found at the end of this section.
Becoming familiar with multiple meanings of the same word	--Have students "collect" words of multiple meanings and make sentences with them. EXAMPLE: Molly will have a part in the school play. I have always wanted to play the guitar. --Prepare worksheets of words with multiple meanings. Have students choose the appropriate definition using context clues. EXAMPLE: board: 1. a broad thin piece of wood ready for use in building 2. cover with boards: Father boards up the windows of our summer cottage in the fall. 3. food served on a table 4. group of persons managing something; council; a board of health ______The school board approved the plans for the new high school. ______John thought he could use the pine board to make a closet shelf. ______Mr. Wilson thought someone should board up the entrance to the old mine.

IMPROVING VOCABULARY

OBJECTIVES	PROCEDURES
Learning new words through wide reading	--Provide magazines, newspapers, and variety of books. 1. Have pupils examine the ads for new words or old words in new contexts. Discuss the findings. 2. Encourage each student to set up his own vocabulary card file. Each word is written on a 3 x 5 inch card. Context of word (a phrase or sentence) and its appropriate definition are written on the back of the card. 3. Compile a classroom dictionary. Students submit sentences or paragraphs in which the word occurs with its multiple meanings, derivations, and a picture or cartoon illustrating the word.
Developing greater precision in the use of words	--Use lessons from workbooks. 1. Choose the word or words that could be substituted for the underlined word without changing the essential meaning of the sentence. EXAMPLE: When Jack was completely convinced that his plan would not work, he asked for help. almost actually partly nearly entirely thoroughly

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IMPROVING VOCABULARY

OBJECTIVES	PROCEDURES
Developing greater precision in the use of words	

2. The four words below each phrase are either synonyms or antonyms of the underlined word. Write an s before the word that means the same and an a before the word that means the opposite of the underlined word.

EXAMPLE:

generous portions	cordial host
_______scanty	_______friendly
_______ample	_______rude
_______sizeable	_______gracious
_______stingy	_______hostile

--Have pupils listen and record current junior high synonyms for:

female beauty
male attractiveness
a superb athlete
a dull school subject

1. Discuss whether the same words are being repeated again and again.

2. Discuss out-of-style words for the items above.

--Have pupils find synonyms that are more colorful than each of the below.

smart
stupid
wonderful

--Introduce a thesaurus or books of synonyms and antonyms.

IMPROVING VOCABULARY

OBJECTIVES	PROCEDURES
Understanding the importance of prefixes, suffixes, and roots	--Teach the SPELLING LESSONS in each grade which stress the importance of prefixes and suffixes. --Check the basic text chapters which present and give drill exercises in this vocabulary building method. --Stress through book or teacher-made lessons these understandings about affixes: 1. A root word may change visual form when an ending or suffix is added; the final consonant may be doubled as in *omitted* or *thinner*; final *e* may be dropped as in *opposing* or *estimating*; final *y* may be changed to *i* as in *heaviest*. 2. Meaning, not visual form, determines whether a syllable is a prefix or a suffix; 'un' is a prefix in *unable* but not in *under*; 'tion' is a suffix in *observation* but not in *nation*. 3. Suffixes have a grammatical function; *fame* is a noun but the derived form, *famous*, is an adjective. 4. The meaning of many derived forms of known root words can be determined from context. 5. A root word usually retains its meaning in inflected and derived forms. Example: *colony*, *colonies*, *colonial*, and *colonist*.

IMPROVING VOCABULARY

OBJECTIVES	PROCEDURES
Understanding the importance of prefixes, suffixes, and roots (continued)	6. Many root words lose their original pronunciations in derived forms. Example: please, pleasant, and pleasure (5)
	--Select common affixes and roots for memorization. Present these in exercises in which pupils can guess the correct form. (See Word Attack by Clyde Roberts, chapter 10.)
	--Use prefixes with roots that build new words. The following 15 prefixes account for 82% of all words in which prefixes appear (3, p.416). Not all will apply to all roots.
	ab (from) - abstract ad (to) - attract be (by) com (with) - contract de (from) - detract dis (apart) - distract en (in) ex (out) - extract in (into) in (not) - intractable pre (before) pro (in front of) - protract re (back) - retract sub (under) - subtract un (not) - untractable
	--Demonstrate that suffixes permit one to get more mileage out of one word; a new use and sometimes a new meaning ensues.

IMPROVING VOCABULARY

OBJECTIVES	PROCEDURES
Understanding the importance of prefixes, suffixes, and roots (continued)	EXAMPLE: creator -or (one who) creation -ion (result, state of) creative -ive (tending to) creativity -ity (state of being) creatively -ly (in such a manner) --Show that the visual form of a word may appear to be related to a root but that the meaning is not present. EXAMPLE: many harmful insects escaped from the accident unharmed worked in perfect harmony a harmless remark
Promoting a greater interest in words	--Have games available and give time enough for pupils to learn to play them: Scrabble, Password, "Literary IQ" (from Saturday Review). --Change the bulletin board theme or have pupils make posters, projects, etc. 1. Interesting word origins 2. Map with words from foreign countries 3. Regional expressions throughout the United States of America 4. Words derived from proper names such as, pasteurize, quisling etc.

IMPROVING VOCABULARY

OBJECTIVES	PROCEDURES
Promoting a greater interest in words (continued)	5. Words coined or invented by industry such as nylon, dacron, and kodak
	6. Words peculiar to certain trades or professions such as "to butter a header," overhead, kill the story
	7. Telescoped words such as brunch, smog, and guestimate
	8. Words we need such as: a word for his or her and one for him or her a word for peanut butter and jelly a word for ham and eggs
	9. Word tree or something similar based on a Greek or Latin root with affixes
	10. The manias and their meanings
	11. The phobias and their meanings
	12. Latest slang (Others should play devil's advocate and see whether or not the expression is really current.)

IMPROVING VOCABULARY

WILSON'S ESSENTIAL VOCABULARY

ADULTS ONLY
ANTIDOTE
BEWARE OF THE DOG
BUS STATION
CAUTION
COMBUSTIBLE
CONTAMINATED
CONDEMNED
DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT REFREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR OPEN FLAME
DYNAMITE
ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXPLOSIVES
EXTERNAL USE ONLY
FALLOUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE
GASOLINE
GATE
GENTLEMEN
HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE
INFLAMMABLE
INFORMATION
INSTRUCTIONS
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT
LADIES
LOST
LIVE WIRES
MEN
NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR INTERNAL USE
NOXIOUS
NURSE
OFFICE
OPEN
OUT OF ORDER
PEDESTRIANS PROHIBITED
POISONOUS
POLICE (STATION)
POST NO BILLS
POST OFFICE
POSTED
PRIVATE PROPERTY
PULL
PUSH
SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)
TAXI STAND
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR
VIOLATERS WILL BE PROSECUTED
WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN
ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY
BEWARE OF CROSS WINDS
BRIDGE OUT
CONSTRUCTION ZONE
CURVE
DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DRIFTING SAND
DRIVE SLOW
EMERGENCY VEHICLES ONLY
END 45
END CONSTRUCTION
EXIT ONLY
FALLING ROCKS
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY
GARAGE
GO SLOW
HOSPITAL ZONE
INSPECTION STATION
JUNCTION
KEEP TO THE LEFT (RIGHT)
LANE ENDS
LAST CHANCE FOR GAS

LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON THIS SIGNAL ONLY
LOADING ZONE
LISTEN
MPH
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN ON RED LIGHT
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURN
NOT A THROUGH STREET
ONE WAY- DO NOT ENTER
ONE WAY STREET
PAVEMENT ENDS
PED XING
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS
R.R.
RAILROAD CROSSING
RESTROOMS
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
ROAD CLOSED
ROAD ENDS
SCHOOL ZONE
SLIDE AREA
SLIPERY WHEN WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT
SPEED CHECKED BY RADAR
STEEP GRADE
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR
THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY AIRCRAFT
THREE WAY LIGHT
TURN OFF ½ MILE
TRAFFIC CIRCLE
TRUCK ROUTE
UNLOADING ZONE
USE LOW GEAR
WATCH FOR FLAGMAN
WATCH FOR LOW FLYING AIRCRAFT
WINDING ROAD
YIELD RIGHT OF WAY

IMPROVING VOCABULARY

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IMPROVING VOCABULARY

Teacher's Notes--Ideas to Share

THE BASIC SKILLS

IMPROVING COMPREHENSION

A person is not reading unless he also comprehends. "Obtaining meaning from the printed page" is a simplified definition of comprehension. However, comprehension is not a single skill. It is made up of a complex blend of habits, skills, and visual and mental processes which overlap into the skill of interpretation. There are degrees of comprehension, extending into the advanced skills of critical reading and beyond that, some experts talk of creative reading.

Before one can obtain meaning or literal comprehension from the printed page, word recognition skills must be adequate. Betts judges that any instructional material offered a child should not contain more than five word-recognition difficulties per hundred if he is expected to gain a measure of comprehension (2, p.449). Of course, if the student is expected to weigh or evaluate the reading, even fewer word-recognitions problems should be present.

Thus "word calling" is certainly not adequate. Meaning must be attached to each word, the right meaning for the particular context. The pupil must see the relationship between the individual words. He must get caught up in the reading-- forming a mental image of time, place or of what will come next. To begin he masters a sentence and in this a knowledge of grammar or at least of the structure of sentences is useful.

READING THE SENTENCE

In reading a long sentence, the pupil finds the subject to know what is talked about or who is acting. To know what action is taking place, he finds the verb. This sounds easy enough, but when sentences contain long phrases or clauses; when the sentence order is inverted; or when the logical arrangement is broken by a long explanatory statement, the reader can lose the basic thought. See?

The "turn-about" signals that reverse the flow of thought in a sentence are often disregarded or misunderstood. Pupils must be shown that such words as but, however, nevertheless, and contrary to require the reader to hold one idea and contrast it with a newer one. The connectives are important in understanding one sentence and relating it with the next.

IMPROVING COMPREHENSION

Such words as and, again, furthermore, and also continue the thought and permit the reader to hurry on. He may meet words that require a pause for explanations signaled by because, for example and to be more specific. Again the connectives must be noted because they are clues to what is coming.

It is the double negative which holds the greatest challenge for the reader. Little innuendos, double meanings, irony, and humor are missed if these puzzlers are misread. The pupil must recognize not only the obvious not, but he must take into consideration the prefixes un and dis, and the like. As an example, does "Jim was not unaware of his charm," mean the same as "Jim was aware of his charm"? Is more implied? What?

To understand the sentence, then, requires specific instruction in a series of sequential steps. The basal texts of the seventh and eighth grades and the short selections from kits specifically built to improve sentence comprehension are very valuable sources of practice material.

READING THE PARAGRAPH

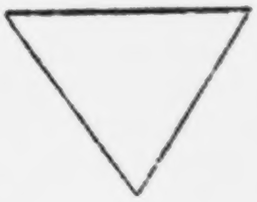
Basic to understanding a long selection is the understanding of the paragraph, its structure, pattern of organization, and purpose. The indentation signals a unit of writing which every reader must conquer.

It should be understood that a paragraph is a short composition built around one main idea, and that a longer composition is made up of these important ideas. Usually one sentence in a paragraph contains the main idea, while other sentences in the paragraph are used to clarify this thought. Cue words enable the reader to determine whether these sentences are a restatement of the topic sentence or whether examples or perhaps,comparisons will follow. The reader needs to know what contribution these supporting statements make. It is finding the main idea which gives the greatest difficulty, separating it from its supporting details.

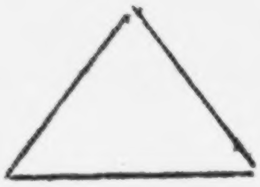
Thus pupils should be taught to look for the noun or pronoun which dominates the paragraph. Then a search for the sentence which makes the most generalized statement about this noun follows. That sentence will be the topic sentence. Pupils may underline the repeated noun and its referents to note the overpowering effect of it. The teacher might read a paragraph ACCENTING the dominant NOUN and its PRONOUNS.

IMPROVING COMPREHENSION

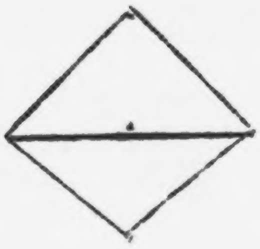
TYPES OF PARAGRAPH STRUCTURES AND MAIN IDEA (5, pp.46,47)



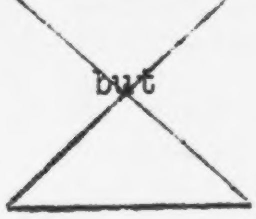
Type 1 The main idea is stated in the first sentence. All details support or hold up this topic sentence. This is the inverted triangle used in newspaper work in which the 5 W's and H (who, when,where,what,why,how) are stated at the beginning of the item. With luck the text books which pupils study will have been written by considerate authors who organize their writing thus.



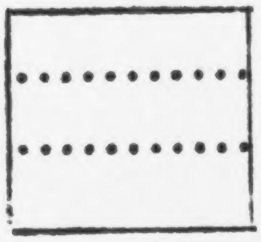
Type 2 Instead of starting with the main idea the author might list detail after detail, a long explanation leading down to the main idea. Sometimes this kind of writing is found in feature articles in the news leading the reader into the story little by little.



Type 3 Here the main idea is buried within the paragraph. Skim for dominant nouns then look for the best general statement, not examples, is good advice for locating this less easily found topic sentence within the paragraph.



Type 4 The main idea is split with part of it coming at the beginning of the paragraph and the rest of it at the end. The thought is reversed by such words as but or however. Another example of this is when the main idea is given in the first paragraph and then repeated in the last. This repetition of the same thought, is not necessarily a contrast.



Type 5 Here all statements are of equal importance and each presents an idea which has something in common with the others. The reader must be aware of what came before and apply a common denominator to the details.

IMPROVING COMPREHENSION

READING THE PARAGRAPH

As the reader skims to find the main idea of a paragraph, he also notes the pattern of organization within the paragraph, and he should be gaining a general impression of the total organization. He knows that in reading novels he can predict what will come next from the clues that have been dropped along the way. He must also learn to detect the paragraph patterns common to certain subject areas.

The paragraph patterns discussed in the PROCEDURES which follow are:

1. Process Pattern: clues--first, second, then
2. Comparison and/or Contrast Pattern: clues--is like, however, but
3. Explanation Pattern: clues--because, in order to
4. Example Pattern: clues--for instance, specifically
5. Series of Events Pattern: clues--when, as a result

Becoming adept in recognizing the clues to these patterns aids comprehension in general and thus, rate of comprehension. The teacher's task is to improve comprehension skills first; rate improvement, then, will follow.

In conclusion, all of the foregoing discussion is centered on getting the literal meaning of the author's words. Total comprehension requires the ability to infer--to read between and beyond the lines. Questioning what one reads, weighing the evidence, looking for the author's slant all require thinking and reading skills of high order. But before one can read critically he must understand the literal meaning.

IMPROVING COMPREHENSION

OBJECTIVES	PROCEDURES
Understanding how to find the main thought in a sentence	--Prepare both simple and complex sentences for students. Direct students to locate the subject, verb, and object or complement in each sentence. EXAMPLES: 1. Simple sentences He raced yesterday. Jim won the race. 2. Compound sentences Jim raced yesterday and he won. (Point out the pronoun as a referent.) 3. Sentences containing phrases or clauses a. Preceding the subject Although he had little experience, Jim won the race. b. Interrupting the flow of thought Jim, to his friend's amazement, won the race. c. Reversing the flow of thought Jim didn't think he would win the race, but to his surprise, he was the first one over the finish line. 4. Question How do you know that Jim won the race? 5. Inverted sentence Up to the winner's circle walked Jim.

IMPROVING COMPREHENSION

OBJECTIVES	PROCEDURES
Understanding how to find the main thought in a sentence (continued)	6. Negative sentence Lack of experience did not keep Jim from winning the race. --Instruct students to delete all but the essential information in a long sentence and write a telegram. --Give students the subject, verb and object of a sentence. Instruct them to build a longer sentence. Read orally and discuss.
Understanding that each paragraph has a main idea	--Write several unrelated sentences in paragraph form on the board. Discuss why the paragraph is poorly constructed and what must be done to make it meaningful.
Note: Having pupils draw a diagram of the type of paragraph structure, helps visualization. (Refer to Gilbert diagrams given in preceding pages.)	--Select examples of paragraphs in which the main idea is found in various locations. Read to find the most important thought in each paragraph. Write this on board, then relate each sentence to the main idea using the following questions: 1. Is the key word repeated in other sentences? (dominant noun) 2. Does the most important thought relate to each and every sentence? 3. Do other sentences prove or support this topic sentence?

IMPROVING COMPREHENSION

OBJECTIVES	PROCEDURES
Understanding that each paragraph has a main idea (continued)	--Discuss the location of the main idea in paragraphs and the author's purpose in including supporting details to prove, clarify, or support the main idea. --Select examples of paragraphs in which the main idea is inferred but not directly stated. Instruct students to state the most important thought of the paragraph. --Cut the headlines from a variety of short news items. 1. Paste the headlines on one side of a 5 x 8 card; the news items on the other. 2. Pass the cards with the headlines hidden. 3. Ask pupils to write a headline for each news item. 4. Have the headlines read orally for comparison. (Variations of this exercise might include the assembling of a kit of news items for individual work. Groups could share a set of six cards each containing a different clipping.)
Understanding that paragraph patterns give clues to the main idea	--Select various types of paragraph patterns. Point out that patterns can be identified by certain key words and a common relationship among supporting details. Point

IMPROVING COMPREHENSION

OBJECTIVES	PROCEDURES
Understanding that paragraph patterns give clues to the main idea (continued)	out that the topic sentence can be identified by certain unique features in such paragraph patterns. --Teach these clues and patterns. 1. Process Pattern a. Identification by key words: then, first, second, after this, later, in the beginning. (There is also a change in the action verb from sentence to sentence.) b. Relationship among supporting details sentences give sequential steps or stages of a process. c. Identification of main idea: sentence in which the process, in general, is discussed or described. 2. Comparison and/or Contrast Pattern a. Identification by key words: is like, is similar to, is different from, however, etc. b. Relationship among supporting details: sentences show likenesses or differences among items or ideas. c. Identification of main idea: sentence in which a general statement of relationship among items or ideas is found.

IMPROVING COMPREHENSION

OBJECTIVES	PROCEDURES
Understanding that paragraph patterns give clues to the main idea (continued)	3. Explanation Pattern
	a. Identification by key words: because, on this account, in order to, etc.
	b. Relationship among supporting details sentences contain related details which seem to clarify a particular premise, usually repeating key words.
	c. Identification of main idea: sentence which contains a point of view, a conclusion, or a general statement of fact.
	4. Example Pattern
	a. Identification by key words: for example, as an illustration, many, most, some, etc.
	b. Relationship among supporting details: sentences which seem to contain unrelated facts yet tend to prove a point.
	c. Identification of main idea: sentence in which a conclusion, a point of view, or a general statement of fact is expressed.
	5. Series of Events Pattern
	a. Identification of key words: when, later, after that, etc.
	b. Relationship among supporting details: sentences which seem to contain different but related events in chronological order.

IMPROVING COMPREHENSION

OBJECTIVES	PROCEDURES
Understanding that paragraph patterns give clues to the main idea (continued)	c. Identification of main idea; statement which contains major cause and/or effect of events. --Discuss the value of noting paragraph patterns as an aid in outlining. --Have pupils find examples of each paragraph pattern and copy them for class review. --Post a large diagram of each kind of pattern for reference as pupils read. --Give frequent practice in finding main idea in short paragraphs from all kinds of reading matter.
Understanding that paragraphs have a logical relationship in a long selection	--Select a two or three page narrative for study. Point out various ways in which students can set purpose for reading by surveying. 1. Survey by: reading first and last paragraphs of selection; reading first and last paragraphs of selection; reading first lines of each paragraph, noting illustrations; studying questions at the end of narrative etc. a. Discuss what the survey has revealed about the contents of the story. b. Predict what details might be revealed in the narrative.

IMPROVING COMPREHENSION

OBJECTIVES	PROCEDURES
Understanding that paragraphs have a logical relationship in a long selection (continued)	c. Read introductory paragraphs. Discuss the purpose of the introduction using the following questions: (1. Does it help the reader become acquainted with the setting and characters? (2. Does it state a general premise which might be fully developed in the selection? (3. Does it entice the reader to read further? 2. Read one paragraph at a time, noting the following as the story progresses: a. How does the main idea of each paragraph relate to the introduction? b. Do the main ideas help predict what will follow? c. Does each paragraph relate to the preceding paragraph? Are paragraphs in logical order? d. Do all paragraphs contribute information which develops the narrative or do some merely provide a transition from one idea to the next?

IMPROVING COMPREHENSION

OBJECTIVES	PROCEDURES
Understanding that reaching a conclusion involves judgment	--Reread carefully to: 1. Evaluate the author's style: a. What methods or techniques are used to maintain interest? b. Is the author an authority on the subject? 2. Evaluate information in the narrative: a. Does the author slant his information by his use of topics? b. Does the author use opinions or facts to prove his point?
Understanding punctuation as an aid to the interpretation of sentences	--Prepare two paragraphs which will be of interest to teenagers. 1. Include commas, semicolons, quotation marks, etc., all the usual punctuation. 2. Discuss the function of each mark as an aid to reading. --Present additional paragraphs from which all marks of punctuation have been deleted. 1. Have these read orally and punctuated where the reader pauses naturally. 2. Show the confusion which can exist when punctuation is missing.

IMPROVING COMPREHENSION

OBJECTIVES	PROCEDURES
Understanding that figurative language requires reading for deeper meaning	--Illustrate figurative meanings: the foot of the bed the tongue of a shoe
	--Show how figurative language helps the reader to visualize: swam like a fish slept like a baby Sue talks in high gear and thinks in low. His face was a map of all his days' ups and downs. the booming, hissing surf sizzling, sputtering steak
	--Teach how to read analogies. Have pupils construct some with new words which they have learned. debtor:creditor::payer:(payee) cow:herbivorous::tiger:(carnivorous)
	--Examine the sports pages for colorful expressions. Posted headlines should be explained by contributors. Naperville's Redskins whitewash Wheaton
	--Have pupils read jokes and puns orally. 1. Note that what is missing makes something funny. 2. Note that we don't all laugh at the same story. Why?
	--Read a poem containing vivid imagery. 1. Rewrite sections in plain, overworked words. Notice the flatness. 2. Discuss the different interpretations one arrives at when unfamiliar dictionary meanings of words are found. What meaning did the poet intend?

IMPROVING COMPREHENSION

ORAL READING PURPOSES

Oral reading activities decrease in the junior high school, but there is still a place for this kind of expression. In an audience situation the reader of any age is more likely to want to read well. It is axiomatic that the audience should be held to the task of listening well, too.

Oral reading demands THINKING just as silent reading does. The difference is that the audience of one or a multitude is checking the reader's thinking. Most speakers like people to think that they think.

Since one's oral reading makes a display of the thinking and silent reading skills, familiar hallmarks still hold:

recognizing the meaning of words
(tone of voice, accent on the right syllable)

recognizing thought units
(phrasing, inflection of voice)

recognizing the author's intended emphasis
(tone, facial expression)

But the audience is an added factor. Some are sound-shy because of grade school experiences while learning to read.

It is a curious thing, however, to discover that junior high pupils in a remedial class like to read aloud. The reasons for this apparent paradox may be:

that each pupil realizes that he will be responsible for only a small part of the whole

that immediate help is available for unknown words and concepts, because discussion usually breaks up the oral reading of factual paragraphs

that the teacher is conscious that a favorable atmosphere for correction must be established in a class of less-able readers

that the reader has a chance to contribute orally at least once in awhile in his junior high school career

that the time passes more quickly!!!!

IMPROVING COMPREHENSION

ORAL READING PURPOSES

In a heterogeneously grouped class the teacher will see that weaker readers have the easier parts to read if it is a sight reading experience.

Except for diagnosis, oral reading is usually preceded by silent reading. The activity should be purposeful as indicated in the following examples:

1. Find the most important paragraph in this chapter from the author's point of view. Why have you chosen this one?

2. Find the most significant statement in this chapter from _your_ point of view. What implications do you see?

3. Find in the reference book on your desk evidence to prove__________. Read to compare what this book states with the other readings offered.

4. In a story, play, or book find:

   the funniest part
   the saddest part
   an evidence of irony
   an evidence of exaggeration

Adults read for various purposes in their work or social life. The amount of and opportunity for oral reading depend somewhat on the cultural level of the reader. Some activities are:

sharing a newspaper item, a story, or book with the family or friends

reading to prove a point to someone

reading in a choral reading situation at church or in a club meeting

reading a report or announcement at business

reading for the blind, handicapped, or shut-ins

IMPROVING COMPREHENSION

Teacher's Notes--Ideas to Share

IMPROVING COMPREHENSION

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THE

ADVANCED

SKILLS

THE ADVANCED SKILLS

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THE ADVANCED SKILLS

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

In the junior high school the adolescent must assume greater responsibility for his materials, for getting to class on time, and for learning the routines that many teachers expect him to follow. Subject area teachers, trained in their special majors and secondary school methods, frequently do not realize what they are asking of the fledgling. Some expect him to read from an "eighth grade" text with little help with the vocabulary and concept difficulties inherent in information type materials. They expect that out-of-class preparation will be done satisfactorily and on time.

Unfortunately it often happens that several teachers schedule important tests on the same day. Projects have a way of coming due all at once at the end of the quarter. Attempts to schedule these tests and projects with a sort of "interdisciplinary calendar" meet with varying degrees of acceptance and consistency in compliance. Sometimes it is difficult for the teacher to know just how long a unit will take as reteaching and schedule interruptions interfere. More often, it seems, there is just not enough communication among the faculty until a conference is called in behalf of a student in trouble. Reading teachers must be alert to their role as guidance people.

STUDY SKILLS TRAINING

The reading teacher is a liason person functioning as the one responsible for teaching and checking up on the general study skills. He encourages adaptations to the one-textbook approach to teaching. He tries to help content teachers become more aware of the importance of HOW to read in various subjects.

Many students in college today report that they have never had help with learning to study. It could be that they were not ready for it when it was offered, or that it was a one-shot one-week autumn "unit" with no carry through. Public and private agencies outside of the school enroll students in their learn-to-study programs at considerable extra expense to their parents. It would seem that even a crowded day ought to include on-the-job training in the study techniques needed to succeed in a twelve-year school career.

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IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

STUDY SKILLS TRAINING

The Naperville developmental reading program includes study skills training, particularly in the upper grade levels. To start, the printer's aids as keys to the author's organization are noted. The variation in type sizes and styles assist the pupil with his survey of the chapter and with the recall of major points in the chapter outline. All parts of the textbooks are studied. Many content teachers now provide their own introductory lessons to their subject textbook.

Second, the program stresses the importance of knowing where to look for information and how to dig it out. A comprehensive unit in reference reading is taught in the seventh grade. Topics for the search are supplied by the science and social studies teachers.

These general skills lead to a most important one: defining the purposes for study and reading--the search for answers. Posing questions worthy of the search is not easy.

PROBLEM-SOLVERS vs. NONSUCCESSFUL PROBLEM-SOLVERS

Bloom found that nonsuccessful college level problem solvers (those with poor academic grades) did not understand "the nature of the problem" to be solved and that they were inadequate in starting the attack on a problem (11, p.73). They could not separate the relevant from the explanatory verbiage; they could not center on the core of the problem. Some were so eager to get going that they either did not read the directions or they misread them. Having spun their wheels in the take-off and then having a stint of aimless driving, they gave up. Students were able to understand the passages if they had a clear idea of what they were to find by reading.

Artley says, "The teaching of a subject is the teaching of how to study that subject. What is the teaching of a subject," he continues, "other than to teach the pupil to find the materials he needs: to resolve issues, to form opinions, to solve problems" (1). This is the phase of the teaching of reading to which every instructor can contribute. The reading teacher's job is to help his colleagues to see the urgency for assisting with study skills training.

The SQ3R method stressed in junior high and high school is an important study technique. The Q for Question is the key to setting purposes for reading. If the faculty asks better questions, youngsters may find real reasons for reading. If that occurs, learning is likely to follow.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

ESSENTIAL STUDY AND READING HABITS

(From unpublished booklet, Reading in the Content Subjects, Naperville, Illinois)

A GUIDE FOR STUDENTS

I. Making the BEST USE of your STUDY TIME.

  A. Develop the right **ATTITUDE** for your job.

    1. Begin to think of your goals for life after junior high.
    2. Find an interest in your studies.
    3. Learn to concentrate on the job before you.
      a. Avoid distractions in school and at home.
      b. Use a study schedule and stick to it.
    4. Sit up and listen attentively to the speaker.
    5. Strive for perfect attendance.
    6. Take care of the expensive books and materials provided for you.

  B. Make GOOD STUDY HABITS a ROUTINE.

    1. Carry necessary equipment for each class.
    2. Keep an assignment notebook.
      a. List and understand daily requirements in each subject.
      b. Plan ahead for long term assignments and list date due.
      c. Cross off each task as completed.
    3. Observe the rules of the class for written assignments.
      a. Write legibly and neatly. Head your paper correctly.
      b. Spell correctly. (Use your dictionary and glossaries.)
      c. Organize your notebook for each subject.
      d. Take notes as directed by your teacher.
      e. Get papers in on time.
    4. Become "test-wise."
      a. Study your books and notes daily and review.
      b. Decide on possible test questions and answer them.
      c. Use last minute review for clearing up fuzzy points.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

B. Make GOOD STUDY HABITS a ROUTINE. (continued)
    d. Read directions to the test at least twice.
    e. Read all questions first to get an overview.
    f. Answer questions in order, but don't spend too much time on those which you don't know.
    g. Check over your paper before handing it in.

II. Getting the most out of your reading

A. Establish your PURPOSE FOR READING and ADJUST YOUR SPEED to the material.

1. Are you reading to find the main idea of the total selection?
2. Are you reading to find details to answer a specific question?
3. Are you reading to remember the steps of a process or a problem?
4. Are you reading to weigh the author's data and compare it with other sources?

B. Make use of important reading skills.

1. Use the TABLE OF CONTENTS to see the AUTHOR'S PLAN.
2. SKIM the selection as a WHOLE to get the feel of it.
    a. Read the title.
    b. Note pictures, graphs, etc.
    c. If you are not reading a mystery or other fiction, read the first line of each paragraph and all of the summary paragraph.

3. Find KEY WORDS which point to the MAIN IDEA in the sentence, paragraph, or total selection.
    a. Look for the noun (dominant) which is repeated, and its synonyms, and pronouns.
    b. Be able to state the main idea in a sentence.
    c. Watch for CONNECTING WORDS which may change the meaning of the sentence, such as not, but, then, however, and furthermore.

4. THINK as you read.
    a. Ask yourself questions to test yourself.
    b. React to the selection.
        (1. Have you read something like this before?
        (2. Do you agree with what you are reading?

5. Note UNFAMILIAR WORDS for later study and use.
    a. Look for clues in roots of the word.
    b. Use the context and/or dictionary and glossary.
    c. Record phrase with the unfamiliar word.

C. Practice, using a wide variety of materials.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

It is obvious that a mere review or recital of the points covered in this GUIDE will do very little. The items in I, Making the Best Use of Study Time, lend themselves to dramatization of the wrongs and rights for getting ahead in junior high school. Time should be taken early in the year for pupils to analyze their current habits. Discussion which ensues about meeting the demands of many different teachers may require articulation among the content teachers to relieve pressure on pupils.

The points made in II of the outline are integral parts of the developmental reading program and as such are practiced again and again in the junior high reading classes.

A class set of the booklet, Reading in the Content Subjects, written by the reading teachers is available for each teacher's use. Printed copies of the SQ3R study skill outline are usually used in the eighth grade.

The AVID catalogue should be consulted for films and filmstrips dealing with study habits. The school library houses a few guidance filmstrips which might be useful. It is strongly recommended that the teacher preview all audio-visual material before showing it to the class.

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IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

S Q 3 R

SURVEY QUESTION READ RECITE REVIEW (REFLECT)

SURVEY --Look over a chapter for a few minutes to get oriented to it, to get a bird's eye view, before studying it deeply.

--Read the title and introductory paragraph (sometimes a few paragraphs).

--Fix the name of the chapter in your mind. Ordinarily the introduction to the chapter supplies sufficient background for recognizing the purpose of the chapter. It may also state specifically the method of development the author intends to follow.

--Read headings and sub-headings and italicized words. THESE HEADINGS ARE IDEAS WHICH THE AUTHOR THINKS ARE IMPORTANT. Sub-headings or margin headings name important details which prove or develop the larger idea.

--Go through the chapter heading by heading; they will form a topical outline. This will provide help for students who say, "I never know what is important." Headings are main ideas provided by the author. Let the author do part of your work.

--Read the summary at the end of the chapter. Reread it to see which ideas the author restates for special emphasis or what general conclusion he comes to. (If there is no summary, read the last sentence or two before each new major heading.)

QUESTION--Turn each heading and subtitle into a question. WHO? WHAT? WHEN? WHERE? WHY? HOW? The question made from the heading is what you are supposed to be able to answer when you finish your study of the paragraph, topic, and chapter. The 5 W's and H help.

--Write down the questions from headings to help to fix them in your mind. These questions give purpose to your reading. (Remember-- Reading is thinking and good students THINK.)

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

S Q 3 R

Questions given by your teacher or at the end of the chapter are often headings turned into questions. Be sure to read all of these before you read each chapter, and then search for answers, heading by heading.

Questions of your own which arise from your background reading or interest give purpose for reading. Did you see something you disagree with?

READ --Read just the material covered under one heading or sub-heading, looking for the answers to your questions.

--Read ideas, not just words. It is usually better NOT to take notes while reading.

--Read aggressively with the intent of getting answers and of noting supporting details.

RECITE --Close the book and RECITE by doing at least one of the following reinforcements.

--Answer the questions which you raised before you began to read. Answer fully and be sure to include the reasons why the author believes the answer is true.

--Tell yourself the main idea or concept of the section.

--Tell yourself the important subpoints you will need to know. Write down the important points in a simple outline, a short paragraph, a chart or formula. (THE KEY TO SUCCESS LIES IN RECALLING THE ANSWER, not COPYING it.)

--Check your answer by referring to the book. Reread or skim to locate and prove your points. Correct and add to your answer.

--Now take notes. Brief notes. Try to rely on your memory. Indicate main points and subpoints.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

S Q 3 R

Reciting or recalling is reinforced by discussion with your friends.

--REPEAT THE QUESTION, READ, RECITE process for all headings.

REVIEW --Look over your notes and/or headings and sub-headings in the text to get an overall view of the main points and how they fit together.

--Check your memory by recalling the main points.

--Recall subpoints under each main point.

--Make up a test such as a teacher might give. Try true-false and completion type questions for details. Make essay questions from the main headings. ANSWER your test.

The natural objection to the SQ3R method is that it is slow. It is slower than the usual process of one or two readings of a whole chapter. But, it is a solution to the problem unsolved by the time-worn advice, "Well, you'll just have to work harder if you don't remember."

N.B. F.P. Robinson of Ohio State titled the method outlined here, the "SQ3R Method." Variations of it appear in study skills workbooks, multilevel reading materials and how-to-do-it books in the popular press.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

THE TEXTBOOK

OBJECTIVES	PROCEDURES
Understanding parts of the textbook and their use	--Instruct students to bring specified textbooks to class. Group according to titles. Be sure to relate questions to the texts brought to class. Use printed guide sheets.
A. Preliminaries	--Draw out what pupils already know and can expect to learn. (Motivation for study and time saving in reference work) 1. Title (draws attention to book but supplies little information about the book's contents) a. Write on board: *Adventures in Reading* *Animals in Armor* *Our Country's Story* b. Discuss the possible contents of each book. 2. Copyright page a. Discuss the importance of the copyright date. Example: A 1956 copyright on African Nations would make the book "ancient history" in terms of current events. b. Discuss the possibility that an old book might have better coverage of a particular subject. c. Discuss the reasons for the succession of copyright dates on some books.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

THE TEXTBOOK

OBJECTIVES	PROCEDURES
Understanding parts of the textbook and their use (continued)	3. Preface (provides a statement of intention, scope of book, and acknowledgments)
	a. Read a preface from a student text.
	b. Discuss the importance of identifying the author and using his name.
	4. Table of Contents (provides a quick general impression of topics covered)
	a. List briefly on the board.
	b. Discuss scope of each book.
	c. Instruct students to locate a unit in their textbook without referring to the table of contents. Locate another unit by checking for page number in the table of contents.
	d. Discuss time-saving feature.
B. Reference Matter	--Draw out the use of each part as a time-saving device.
	1. Appendix (supplies extra information pertinent to the text)
	a. Instruct students to read various appendixes to note printer's aids.
	b. List on the board the information contained in appendixes: maps, diagrams, letters, documents.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

THE TEXTBOOK

OBJECTIVES	PROCEDURES
Understanding parts of the textbook and their use (continued)	2. Glossary (provides an alphabetical list of terms with explanations or definitions)
	a. Discuss the value of referring to the glossary for the author's explanation or definition of terms rather than to a dictionary or chapter in which word or term is explained,
	b. Note that the author usually defines words in the text too,
	3. Index (provides an alphabetical listing of topics and page numbers.
	a. Compare and contrast the table of contents with the index,
	b. Discuss and practice use of key words, subtopics, cross references, and punctuation common in most indexes.
	4. Bibliography (provides a list of books or articles used by the author in preparation of the text or suggests other books dealing with the subject matter of the text)
	a. Discuss the organization.
	b. Discuss the value.
	c. Discuss the author's role as a researcher as well as a writer.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

THE TEXTBOOK

OBJECTIVES	PROCEDURES
Understanding parts of the textbook and their use C. Body of book	--Instruct students to survey one chapter of each textbook brought to class. Note authors and printer's aids. 1. Chapter headings 2. Subheadings 3. Italicized words 4. Marginal notes 5. Summary 6. Questions 7. Study aids (maps, illustrations, diagrams, etc.) --Discuss and practice changing headings and subheadings into questions to establish purpose for reading. (Refer to SQ3R under Study Skills. This would be an excellent time to introduce or review this study skill.) --Discuss the organization of a chapter as the author's attempt to make the information clear and easily understood by the student. --Administer a printed test which includes an application of the SQ3R technique under teacher observation.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

KNOW YOUR TEXTBOOK TEST (excerpt)

I. MATCHING--Print a capital letter before the number of the phrase which completes the meaning of each item.

___ 1. boldface

___ 2. glossary

___ 3. copyright

___ 4. table of contents

___ 5. pronunciation key

___ 6. italics

___ 7. index

___ 8. preface

A. an alphabetical listing of subjects
B. pictures, maps, and charts
C. heavy dark print for titles
D. type of print in which letters usually slant to right
E. the rights to an invention
F. guide to an unknown word's meaning
G. clues to the sounds of words
H. introduction or foreword
I. the author's outline with sections and page numbers
J. footnotes
K. the exclusive legal right to print and sell a book

II. COMPLETION--Fill in the blanks with words, phrases, or sentences showing that you understand HOW to READ a TEXTBOOK. Watch spelling!

1. After a story problem has been read and reread, one should ______________________ before starting the computation.

2. A helpful technique for studying the textbook is to turn the boldface headings into ______________ to provide a definite purpose for reading.

3. In the social studies book on your desk read from pages 120-125 using the SQ3R method. When you finish, complete the following three purposes for reading the assignment.

   a. Because there was little industry, the South ______________________________.

   b. What is meant by the phrase, "Cotton was king"?
   ____
   ____

   c. One thing I would like to read more about in this chapter is ____________________.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

MATHEMATICS SCIENCE SOCIAL STUDIES

All reading requires the common skills of (1) word recognition, (2) comprehension, and (3) flexibility of rate. What has not long been recognized is that each content subject has its own patterns of writing and, consequently, of reading. Smith (23) in particular, has analyzed such patterns in mathematics, science, social studies, and literature. She has attempted, as have others, to define the common study skills needed to improve reading in these subjects. Other learning areas, such as home economics, music and industrial arts also have specific study and reading skills, few of which have been analyzed.

At the junior high level, the extremely wide range of reading levels demands adjustments for poor readers. But even able readers get into difficulty with certain subjects, usually because a problem-solving approach has been neglected.

In the OBJECTIVES and PROCEDURES which follow it will be noted that reading in literature has been omitted. While some stories and novels lend themselves to how-to-do it techniques, neither the English teachers nor the reading teachers wish to kill the mood of a story or the visual imagery of a poem by over-analysis. The Naperville program recognizing that both English (composition and literature) and Reading (developmental and skills improvement) are important, schedules separate periods every day for both subjects. The special teachers are trained to conduct strong programs in their respective classes. The Reading teachers, of course, cooperate with the English teachers in carrying out a total developmental reading program.

The students' own textbooks are used throughout the study skills work. A workbook and study skills kits are used in the seventh grade for the introduction of patterns of writing. In the eighth grade some students will continue to use the workbook, but most of the work is done in content area textbooks. Emphasis is placed on learning to summarize and to outline content subject material in the ninth grade segment of the study skills work, a part of the English curriculum there.

The BIBLIOGRAPHY of this section and the DESCRIPTION of MATERIALS in the YELLOW PAGES supplement the outlines which follow.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

MATHEMATICS

Mathematics differs from other content areas in that it is written concisely and the content describes complex relationships. There is much abstract thinking, a reading not only of the lines, but between them, for inferences which are assumed. Study aids such as illustrations, examples, diagrams, and graphs are critical to the understanding of the concepts. These must be understood and used fully by the student.

Reading in mathematics involves:

intense concentration

knowledge of special vocabulary, symbols, formulae

understanding and application of generalizations

a step by step approach to problem solving

precision in following directions

Speed of reading is not a consideration in the reading of mathematics. It is a spare language, deceptively simple in appearance. As reading teachers one of the big tasks is to dispel the myth that "story problems" are delightful narratives which can be read superficially.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

MATHEMATICS

OBJECTIVES	PROCEDURES
Understanding special features of mathematics	--Select a problem which can show elements similar to the following:
A. The significance of numbers	1. Discuss the difference between 3.6, .36. Discuss the meaning of zero: 202, 2002. 1.
B. The function of symbols	2. Discuss the symbols: -,+,x,%, etc.
C. Specific mathematics vocabulary	3. Discuss technical words: integer, digit, etc.
	4. Discuss specific math meanings for familiar words: prime, natural, etc.
D. Quantitative aids and elements	5. Discuss and list the many measurements common to math: money, calendar, ruler, weights, etc.
E. A system for solving verbal math problems	6. Illustrate the sequential steps in problem solving. a. What picture do you see? b. What question is asked? c. What facts are given? d. What processes must be used? e. What is an estimated answer? f. What is the computed answer? (1. Does this solution answer the question asked in the problem? (2. Does the answer seem close to the estimated answer?
	7. Explore other ways of solving the problem.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

MATHEMATICS

OBJECTIVES	PROCEDURES
Understanding steps in analyzing information that develops a "new" concept	--Select a lesson in the students' mathematics textbook. Show the steps in analyzing new information in the following manner: 1. Read the heading. Discuss what information is known about the topic. 2. Look at pictures, diagrams, etc. How do they relate to the heading? 3. Read introductory paragraphs. Note any definitions or explanations revealed by such terms as: are used to, represent, indicates, expressed by, etc. Reread if necessary. 4. Write any formulas in words as well as symbols. 5. Summarize introductory paragraphs. 6. Study and work sample problems by constantly referring to introductory paragraphs, illustrating, etc. 7. Write out any questions to be discussed with teacher. 8. Close book. Work problems again. 9. Make up verbal problems that can be solved by using new concepts from lesson. Solve these problems. 10. Skim check test at end of chapter. Find and solve any problems that relate to this lesson.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SCIENCE

The discovery of the common writing patterns in science makes for efficient and effective textbook reading. The reading of biology differs from reading the steps for performing an experiment. When mathematics is involved in the science work, the reading skills of math should be reviewed. Science reading like math is usually quite slow because much is concentrated in a word or symbol.

Essential in reading science material are:

learning a specialized vocabulary of multisyllabic words

interpreting formulas, charts, diagrams

understanding the author's thought in a long selection

reading and following directions precisely

The new science programs, such as IPS (Introductory Physical Science), emphasize the discovery of concepts through experimentation. This program demands a precise, analytical, approach to the reading of science material and the evaluation of findings.

In the reading of science a slow, careful, methodical style is favored. Except for getting a brief overview of a chapter, skimming and rapid reading have little value.

The OBJECTIVES and PROCEDURES which follow stress the understanding of various patterns of writing in science. The reading teachers have made worksheets to supplement the pupils' textbook in the content subjects. A review of what is meant by the "scientific method" should be included in these lessons. Teachers may wish to refer to IMPROVING COMPREHENSION in this GUIDE for a fuller explanation of paragraph patterns.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SCIENCE

OBJECTIVES	PROCEDURES
Understanding the experimentation pattern of writing	--Select an experiment or activity in the student's science text. Stress the steps needed for effective reading of the experimentation pattern.
An empirical test calls for reading of explicit steps which will lead to the formation of a conclusion	1. Read the information which precedes the experiment noting illustrations, bold-face print, etc. Summarize.
(See IMPROVING COMPREHENSION section of this GUIDE for characteristics of paragraph patterns.)	2. Skim the experiment. Note how it relates to the previous information.
	3. Read experiment slowly. a. Note materials. b. Note sequence of steps necessary. c. Note questions to be answered.
	4. List the materials needed. List steps to be taken in proper order.
	5. Write question. Then predict a probable answer based on previous reading and the directions given in experiment.
	6. Carry out experiment, following directions explicity. Do not omit steps or take steps out of order.
	7. Compare your findings with the predicted answer.
	8. Reread information preceding the experiment. Note how this experiment has contributed to the understanding of the author's explanation.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SCIENCE

OBJECTIVES	PROCEDURES
Understanding the experimentation pattern of writing (continued)	9. Discuss how the experimentation pattern can be identified: a. It is labeled as an experiment. b. It usually asks the student to perform a task with materials. c. It asks the student to draw a conclusion based on his work. --Have pupils read and carry out a simple experiment in the reading class. Project what might happen if one of the variables in the experiment were modified.
Understanding the process pattern of writing Systems are explained in sequential steps of development, usually with illustrations or diagrams.	--EXAMPLE: Circulation of the blood Stress the steps needed for effective reading of the process pattern. 1. Write topic heading on board. 2. Survey the chapter or lesson by noting boldface print, illustrations and italicized words. 3. Change topic heading to a question. "Circulation of Blood" becomes, What is the process involved in circulation of the blood throughout the body?

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SCIENCE

OBJECTIVES	PROCEDURES
Understanding the process pattern of writing (continued)	4. Read the selection slowly to answer the question. Note the following:
	a. The name and function of each part is described.
	b. Each part contributes to the total process.
	c. The selection clarifies the illustration and the illustration clarifies the selection.
	5. Check understanding of process by referring to the diagram and covering the written information.
	a. Recall the parts by name.
	b. Recall the steps.
	6. Draw the diagram and label the parts.
	7. Write a brief summary of the process.
	8. Discuss how the process pattern can usually be identified.
	a. It involves an illustration.
	b. It explains how something operates.
	c. It contains many action verbs.
	--Test this reading skill using charts and text which describe a process.
	--Ask pupils to suggest a mnemonic word or phrase that would help one remember the steps in the process.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SCIENCE

OBJECTIVES	PROCEDURES
Understanding the *factual information pattern* of writing	EXAMPLE: Parts of a flowering plant
A body of information is described very specifically and is usually accompanied by illustrations.	Stress the steps in reading the *factual information pattern* 1. Survey the lesson in textbook. 2. Pose questions from boldface print. 3. Read carefully to answer questions. Refer to diagrams. Note special terms. Ask: a. What are the distinguishing characteristics of each part of the system (size, shape, color?) b. How do the parts contribute to the whole? 4. Diagram the system and label parts. 5. Summarize by listing each part of the system and describing features. 6. Discuss how the *factual information pattern* can be identified: a. Usually a whole is divided into its parts for description. b. Usually there is a great amount of detailed description. c. Usually the text describes the purpose of each part but does not point out the actual process.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SCIENCE

OBJECTIVES	PROCEDURES
Understanding the factual information pattern of writing (continued)	--Ask pupils to write definitions for: a ball-point pen, and other common objects. --Ask pupils to write a detailed description of a desk.
Understanding the problem solving pattern of writing A problem is described and solutions are given.	EXAMPLE: Fighting Disease Stress the steps needed for effective reading of the problem solving pattern. 1. Survey the chapter. Note problems discussed in boldface print and italics. 2. Read to learn the meaning of the italicized words. 3. Read the entire selection carefully a. What is the problem? b. When and where was the problem? c. Why did the problem exist? d. What steps were taken to solve it? e. Who contributed to the solution? f. What are the results? 4. Apply information to a current problem. 5. Summarize information using 5 W's and H.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SCIENCE

OBJECTIVES	PROCEDURES
Understanding the problem solving pattern of writing (continued)	6. Discuss how the problem solving pattern can be identified usually. a. It involves a difficulty common to most people. b. It names scientists. c. It is a historical account. --Pose a problem to be solved such as, "What would happen if you could attend any class you wanted to as frequently or as infrequently as you pleased?"
Understanding the classification pattern of writing Living things or objects are classified and likenesses and differences are pointed out.	EXAMPLE: Vascular plants Stress these steps. 1. Read and discuss boldface print. Note how subtopics relate to the main topic. Note diagrams. 2. Write topic and subtopics on the board. Discuss the likenesses and differences of subtopics. 3. Explain that scientists classify to distinguish relationships. 4. Read to determine the distinguishing characteristics of each group. 5. Summarize. Draw diagrams if needed.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SCIENCE

OBJECTIVES	PROCEDURES
Understanding the classification pattern of writing (continued)	6. Discuss how the classification pattern can be identified usually: a. It contains illustrations or pictures within the lesson which appear to have a definite relationship. b. It usually contains names in bold face print of things belonging to a common group.

To determine whether or not pupils are completely familiar with the problems involved in reading science paragraphs and the variety of approaches needed in reading science writing, reading teachers will want to use prepared material from the study skills kits and teacher-made work sheets.

In several eighth grade classes following the initial study habits discussion in the fall, pupils chose two content subjects out of three for concentration. Pupils worked with partners for three weeks improving their content area reading skills as they read to answer prepared guide sheets. At the conclusion of the unit pupils were tested both from their text books and a printed test to see what growth had taken place.

Informal discussions with pupils and their special teachers indicated that this was a worthwhile project. The reading teachers became more aware of the problems faced by content teachers. Periodic content area study periods were scheduled when pupils received help from the reading teachers with their daily assignments.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SOCIAL STUDIES

Social studies reading frequently resembles a narrative, and this similarity often leads pupils astray. They tend to read the text as if it were a pleasant piece of fiction, with little regard to the concepts, the causes and effects, and the details which they might have to remember.

Other problems present themselves in the usual practice of using one basic textbook for all pupils. These are:

> the variation in reading levels which exists within the book from unit to unit
>
> the variation in reading abilities within any grouping of pupils

Many teachers do attempt to find materials written at various reading levels; however, it is difficult to find specialized content written on several levels. Concepts do not always retain their validity in simplified texts.

Nevertheless, social studies teachers can make some adaptations for the less-able readers. Guide sheets and tests can be written in simple wording. The librarian can be consulted for help in book selection. If need be, some pupils might be required to read only major headings of a chapter and receive the help of a student reader for the more difficult parts. Social studies teachers show many movies, which when treated as a text book with PURPOSES for LISTENING and a review at the end of the showing, are extremely valuable for all readers.

In the reading of social studies the student should receive help with these kinds of problems:

> decoding the specialized vocabulary
>
> recognizing the patterns of writing
>
> interpreting the graphic aids
>
> breaking down information into logical units of understanding which can be remembered
>
> reading critically to evaluate sources, bias, and authenticity of detail

The PROCEDURES which follow are intended to be carried out using the pupils' own social studies texts and other materials.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SOCIAL STUDIES

<table>
<tr><th>OBJECTIVES</th><th>PROCEDURES</th></tr>
<tr><td>Understanding cause-effect relationships in historical accounts</td><td>
--EXAMPLE: Drake upsets Spanish trade monopoly.
Stress how to read to understand cause-effect relationships
1. Read introduction, boldface print, margin entries, summary, etc.
2. List the major events.
3. Construct the following chart:
<table>
<tr><th>EVENT</th><th>CAUSES</th><th>EFFECT</th></tr>
<tr><td>(names, dates, places)</td><td></td><td></td></tr>
</table>
4. Read carefully. Note illustrations. Watch for signal words: dates, names, places, reasons, effects, causes. Remind students that the purpose for reading is to chart the causes and effects of each event.
EVENT: Sir Francis Drake claimed land in California for British in 1577.
CAUSES: Drake wished to upset the Spanish trade with the Mollucas. After raiding Spanish ports and ships, he was blown off course and landed on the coast of California.
RESULTS: Queen Elizabeth I knighted Drake. He received part of the plunder. Other?
</td></tr>
</table>

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SOCIAL STUDIES

OBJECTIVES	PROCEDURES
Understanding cause-effect relationships in historical accounts (continued)	5. Note how one event leads to the next. (History is a chain reaction of events.) Note how chapter heads give overview.
	6. Make a time line of major events.
	--Compare this account in two other books.
	--Pose the question, "How did this event look from the Spanish point of view?"
Understanding how to decode precise legal terminology	EXAMPLE: The Declaration of Independence.
	Stress these steps:
	1. Review the events which led to the drafting.
	2. Concentrate on each line.
	a. Keep the background in mind.
	b. Read a phrase at a time slowly.
	c. Refer to any explanations given.
	d. Check the glossary as needed.
	e. Make notes of phrases, words or terms not understood.
	3. Write a summary of each section.
	4. Consider why each section was included.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SOCIAL STUDIES

OBJECTIVES	PROCEDURES
Understanding how to decode precise legal terminology (continued)	5. Reread each section, consulting the summary and the list of definitions. 6. Check with the teacher or librarian for a book that gives a simplified explanation. --Extend the activity by leading a discussion on the possible interpretations of a phrase from the Declaration of Independence.
Understanding how to see relationships between man and his environment	EXAMPLE: Life in the Outback in Australia Stress these steps: 1. Read lesson heading. Discuss information already known about the topic. 2. Survey lesson. Note visible differences and likenesses with other countries studied. 3. Locate the country on the map, noting size and location. 4. Pose questions from lesson headings. 5. Read carefully, noting illustrations, maps, diagrams, and other aids. 6. Note also the areas discussed, their environmental conditions, and the effect on the populace.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SOCIAL STUDIES

OBJECTIVES	PROCEDURES
Understanding how to see relationships between man and his environment (continued)	7. Summarize the information: a. Location or area b. Environmental conditions c. Man's adaptations to conditions d. Man's changes to his environment --Pose the question, "Does the author want you to believe that the aborigines have received fair treatment?"
Understanding how to decode legends as a key to reading maps	--Select a variety of maps in the student's textbook to illustrate the following: 1. Relief Features: Discuss the use of color to show elevation, etc. 2. Direction and Distance: Use the scale in the legend to plot distance from one point to another. Discuss North, South, as found on a variety of maps. 3. Social Data: Note size of communities and the relationship to topography. 4. Scientific Information: Note location of mineral deposits.

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

SOCIAL STUDIES

OBJECTIVES	PROCEDURES
Understanding how to decode legends as a key to reading maps (continued)	5. Human Factors: Note location of cities, canals, dams, highways, etc. 6. Political Information: Note boundaries, capitals, trade routes, etc. --Discuss how various symbols are used to represent pertinent data concerning a country. --Discuss maps and graphs as the author's method of capsulizing masses of information into an easily interpreted format. --Suggest how the USA might be graphed from the viewpoint of a five year old.

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IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

Teacher's Notes--Ideas to Share

IMPROVING STUDY SKILLS IN THE CONTENT SUBJECTS

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THE ADVANCED SKILLS

IMPROVING CRITICAL READING

WHAT IS IT?

"Critical reading is the kind of reading done when personal·judgment and evaluation are involved," Smith (7,p.18) states in differentiating this higher level·literacy from the basic skills which underlie it. It is reading at its best--skillful and efficient. It is the kind of reading which college students find they need. It is the kind of reading which every thoughtful buyer and voter should do before purchasing a product or endorsing a candidate.

Essential to the teaching of critical reading skills is a teacher who is himself a critical reader. Teachers find worthwhile the Great Books Foundation program either as a participant or as a trained leader, raising questions which cannot be answered parrot fashion. Learning to frame thought-provoking questions requires much practice. Learning to read critically requires deep thought.

The ability to read critically, according to Huelsman, involves the following: (10, p. 227):

1. Defining the problem and delimiting it
2. Formulating a hypothesis
3. Locating information concerning it
4. Determining that a statement is important for a given purpose
5. Distinguishing the difference between facts and opinions
6. Evaluating the dependability of data
7. Judging the competency of a given author as regards the validity of his statements on a given topic
8. Criticizing data on the basis of its completeness and accuracy
9. Suspending judgment until all evidence is assembled and evaluated

IMPROVING CRITICAL READING

PITFALLS TO CRITICAL THINKING

Huelsman lists hazards which trip the superficial reader: (10, p.227)

1. Failure to detect errors in inductive reasoning (from facts to general conclusion) and deductive reasoning (from general principle to specific conclusion)
2. Failure to examine all the alternatives
3. Failure to detect false analogies
4. Failure to detect overgeneralization
5. Failure to identify oversimplification
6. Failure to detect a shift in meaning of a term
7. Failure to detect distortion or suppression of the truth
8. Permitting emotions to anaesthetize critical powers

It is evident that the ability to read critically is not acquired automatically. As soon as the pupil has literal comprehension of what he is reading, "why" questions may draw out a deeper level of comprehension. Critical thinking can take place at any grade level, but teachers must provide the opportunity.

With the wide range of reading ability in a regular classroom, not all pupils will be able to use the same content to the same depth of critical analysis. However, all pupils can be expected to find proof for their answers to workbook exercises and they can be given the opportunity to argue for the answers which they have chosen, irrespective of what the KEY or ANSWER BOOK states.

The reading material must be easy enough for the pupil to engage in critical reading. One cannot make valid judgments nor stand up to penetrating arguments if a complete comprehension of the material is lacking. If the teacher must help too

IMPROVING CRITICAL READING

much with the reading of the book, there is the danger that the teacher's opinion will be revealed, and thus influence the young reader. To arrive at an evaluation, relationships must be noted and comparisons made. As soon as a pupil has read two books, he has a basis for comparison in giving his reaction to his reading. He will not complete even the first book if the reading of it is too burdensome.

GUIDELINES FOR CRITICISM--STORIES

To help pupils to grow away from the stock answers, "It was boring," or "It was exciting," with no further explanation, teachers might use Lunsteen's list (2) as a guide for helping pupils. A poster with the following questions serves as a mind-jogger:

1. Does the author show understanding of people and their problems? Explain.
2. Is the author able to carry you away and show you another time and place? How does he do this?
3. Do the facts in the story agree with other data which you know about?
4. Are the author's conclusions consistent with the facts he gives?
5. Does he give a fair picture of more than one side?
6. Do the characters seem real, vivid, well-motivated? (Are there sensible reasons for their actions?)
7. Is the plot believable?
8. Does the author have the ability to make you forget who and where you are?
9. Is the end of the story a believable result of previous conditions?

In judging biographies pupils should note whether the total life history is given and whether or not the biographer allows his subject some human weakness. In fiction in which the author uses factual information to convey realism, the reader should attempt to note superficiality. Boys who take automobiles apart are not apt to be fooled by writers who only have driven them.

IMPROVING CRITICAL READING

GUIDELINES FOR CRITICISM--INFORMATIONAL READING--PRACTICE

The evaluation of source material, primary and secondary, can be started by having pupils listen to radio, television, or to taped speeches. It can expand to a whole unit on improving clear thinking, including an examination of many newspapers and other printed material. In addition to the usual check up of publication dates and whether or not the piece is promotional material, such questions as Ferrell lists can serve as guides to evaluation (10,p.230-231):

1. Are the statements of fact that are offered as evidence reports of observation, inferences, or hearsay?

2. Why should (or should not) the statements of fact be considered reliable? Who made them? What was his purpose? Was memory relied upon?

3. Is the evidence relevant to the question?

4. Are relevant facts, both for and against, presented?

5. Do the facts mean what the author thinks they do?

6. What is the proposal? Should we believe it? Why?

7. What are the consequences of acting on the conclusions drawn?

8. What are the possible alternative conclusions?

One of the more common exercises in critical reading is the *analysis of propaganda* for a particular product or cause. Pupils are taught to identify common propaganda techniques through a study of advertisements. To understand the power of words and to recognize the nature of the *metaphor* requires a precise and extensive vocabulary. Exercises are undertaken in *refining word meaning*, in perceiving *analogous relationships*, and in detecting the rather obvious slanting in *connotations*. ("*I'm* svelt. *You're* slim. *He's* skinny," illustrate the favorable way in which one alludes to himself.) Young children can learn a little about distortion of meaning.

IMPROVING CRITICAL READING

There is some danger in teaching critical thinking and reading skills. Strang says that some pupils may tend to develop a generally derogatory attitude toward everyone and everything. Critical thinking does not necessarily mean being critical in a destructive way (9,p.386). And DeBoer warns that it should be made clear that the reader must have some trust in the authorities of the field or a minimum of learning through reading will take place (1).

JUNIOR GREAT BOOKS DISCUSSIONS

Among the best activities for encouraging critical reading and thinking is the free, yet directed, Junior Great Books session. In the Naperville program trained volunteers from town conduct twelve sessions in the seventh and eighth grade honors reading classes. Fifteen pupils are scheduled with each two co-leaders. The reading teachers and librarians are trained in the techniques and they substitute as needed in these twelve discussions. Other classes enjoy small group discussions of books read in common by six or more pupils.

In general, the questions as indicated in the Great Books co-leader's manual are of three types (8,p.14-27):

1. Questions of Fact, which require a participant to offer a quotation or a paraphrase from the book.
2. Questions of Interpretation, which explore what the author means and requires that the participant offer an opinion which can be upheld by evidence from the book.
3. Questions of Evaluation, which ask the participant to determine in what respects he agrees or disagrees with the author's meaning, or to what extent the book has application to his own life.

One participant's answer becomes the springboard for the next question. A minimum of "Questions of Evaluation" characterizes a good discussion because the introduction of personal opinion is not a good problem-solving technique.

Additional benefits are gained if from time to time the group evaluates the discussion, noting whether the contributors use exact, precise language, whether or not the ideas presented are relevant to the point under discussion, and whether the participants really understand the role of the leaders. Post sessions conducted by student leaders are worthwhile. The volunteer co-leaders, the teacher, principal and others join with the students to discuss a short selection which all have read. The adults find these young people challenging advocates for their own points of view.

DO WE ENCOURAGE CRITICAL THINKING?

In the pages which follow are a few suggestions for encouraging critical reading. Even the best of these activities will have little transfer to the reading of history, science or literature unless the reader begins to question the text book author now and again. Improvement in critical reading will be slight if confined to just one project per year in the reading classroom.

Teachers must allow differences of opinion to be expressed at the same time requiring proof for statements given. Those teachers who encourage a sensitivity toward the incongruous, who show an appreciation for humor and satire, who can laugh at times at their own gullibility, create the kind of classroom in which students become alert to all kinds of relationships which broaden thinking. When all students are challenged to think beyond the print, then and only then, is reading high-level thinking.

Materials available for implementing the objectives and procedures which follow are described in the YELLOW PAGES. It is the teacher, however, who is the key to whether or not much improvement in critical reading occurs. He is in control of the weather which promotes a climate for clear and critical thinking. Teachers will want to refer to Section I, in this GUIDE to refresh themselves with ideas for becoming an "inquiry" teacher.

IMPROVING CRITICAL READING

OBJECTIVES	PROCEDURES
Understanding that drawing sound conclusions requires sound evidence	--Use a nursery rhyme or familiar children's story and give statements concerning it. Have pupils evaluate each statement on the basis of the evidence in the story. (Yes, No, Maybe) EXAMPLE: "The Three Bears"
1. Determining whether or not the writing is based on fact or opinion.	1. Goldilocks was angry with her parents and ran away. 2. Goldilocks was aware that she was breaking and entering.
2. Determining whether there is sufficient evidence.	3. Goldilocks ate all of Baby Bear's porridge.
3. Determining the author's purpose, mood, style, or slant.	4. Goldilocks receives unsympathetic treatment by the author. 5. This story is true.
	--Use newspaper clippings (with straightforward accounts of happenings to begin with) and ask pupils to substantiate statements concerning the items with evidence to which they can point in the text.
4. Determining whether the voice, tone, and facial expression of a speaker affects a listener's response.	--Have pupils prepare similar exercises to these above. (Teacher may wish to duplicate the better ones so that all have copies.) Procedure: 1. Have incident read orally. 2. Have pupils write answers to prepared questions, given orally.

IMPROVING CRITICAL READING

OBJECTIVES	PROCEDURES
Understanding that drawing sound conclusions requires sound evidence (continued)	
5. Determining whether one can evaluate accuracy better as a listener, a reader, or as an observer.	3. Have pupils now read the same story silently and answer the same questions as were given orally. 4. Have pupils discuss the differences between the answers which they gave to the oral exercise and those which they gave after having a chance to read the story.
Differentiating between statements of fact and opinion	--Instruct pupils to label the left side of the notebook page, Opinions, and the right side, Facts. 1. Have pupils list phrases which alert the reader to statements of opinion, such as: better, good, bad, pleasant, great, should, must, ought to, will, is sure to 2. Have pupils read statements and write whether they are fact or opinion. (The first word of each will suffice to save time.) 3. Have pupils listen to tape recorded reports of a student council meeting, a game, or assembly. Ask them to jot notes on the opinion and fact pages of statements they have heard. 4. Have pupils collect headlines and paste them on the proper page determining whether any word of opinion is evident.

IMPROVING CRITICAL READING

OBJECTIVES	PROCEDURES
Recognizing the author's viewpoint	--Have pupils examine newspapers to see if both sides of a controversial event is covered. Have pupils look for editorial opinion within the stories.
	--Collect and analyze editorials and letters to the editor.
	--Compare a fictionalized story with a biography of a famous person; then compare with reference book account. 1. Have pupils note what part of person's life was covered. 2. Have pupils note pure fiction, legend or myth. 3. Have pupils note bias if any.
Understanding that reading something in print doesn't necessarily make it infallible	--Use kit materials in which a pupil reads, indicates his answer, corrects it with a key. 1. Tell pupils that the answers in the key can be challenged and that credit will be given if a logical argument is advanced. 2. Have pupil prove his choices. a. Check his accuracy by noting referrents, negatives, and "turn-about" words such as, but, however, etc. b. Have him use context to explain his choice. Have him express the analogy using key words and phrases.

IMPROVING CRITICAL READING

OBJECTIVES	PROCEDURES
Understanding that reading something in print doesn't necessarily make it infallible (continued)	c. Have him present evidence to prove or disprove that recent advances might make content out-of-date and affect meaning. 3. Keep a tabulation and notation of items challenged by pupils over a period of time. a. Choose five items receiving most challenges, print them, have class make choices. b. Tell them the key book choices. c. Have them present evidence from context to argue case.
Enlarging and refining vocabulary	--Have pupils find synonyms for the overworked word very. EXAMPLE: very sensitive touchy, vulnerable, easily offended --Encourage pupils to compare descriptive words by looking for new words that describe degrees of meaning. EXAMPLES: Low degree Higher Highest regard respect esteem admire remove eradicate exterminate

IMPROVING CRITICAL READING

OBJECTIVES	PROCEDURES
Becoming aware of the shift in meaning through the choice of words	--Play the game of connotations. 1. Choose three words with about the same denotation, but with different connotations--favorable, less favorable, and unfavorable. 2. Assign the most favorable to "I," the less favorable to "you," and the unfavorable one to "he or she." EXAMPLES: I am (plump.) I am (discriminating.) You are (fat.) You are (prejudiced.) He is (obese.) He is (bigoted.)
Recognizing common types of propaganda	--Teach the 7 common propaganda techniques by using films, books, and pictures. (Name Calling, Glittering Generality, Transfer, Card Stacking, Testimonial, Plain Folks, and Band Wagon) 1. Arrange 7 bulletin boards and have pupils bring in ads which illustrate each. 2. Collect samples of each type and have them put in envelopes so that pupils can practice matching ads illustrating types of propaganda with samples on bulletin board. 3. Collect samples of good propaganda such as, "See your dentist twice a year." "Don't be a litterbug." 4. Collect and display political cartoons and note not only the tag-lines but the distortion of features.

IMPROVING CRITICAL READING

OBJECTIVES	PROCEDURES
Recognizing common types of propaganda (continued)	5. In an election year read what the leading candidates and their sponsors advance as credentials for office. Check an unbiased source such as League of Women Voter's material as well.
Analyzing newspapers to note editor's and publisher's policy	--Buy six or more newspapers printed the same day from sources throughout the country. 1. Analyze the front page make up to note what stories receive important space and big headlines. Compare. 2. Analyze the amount of space devoted to national news, local news, and international news. 3. Note any local crusades.

N.B. Newspaper projects can be done in cooperation with other departments in the school. Reading teachers may wish to teach skimming skills, finding main idea, details, etc. as well as critical reading skills.

IMPROVING CRITICAL READING

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IMPROVING CRITICAL READING

Teacher's Notes--Ideas to Share

THE ADVANCED SKILLS

IMPROVING RATE OF COMPREHENSION

TEACHING "SPEED READING"

Because of the increased volume of reading students are required to do in the secondary schools, instruction in rate improvement is provided for pupils who have adequate command of the basic reading skills. The emphasis throughout this aspect of the program is in teaching each pupil to vary his rate of reading according to his purpose and the difficulty of the material for him. Thus there is no "average" rate of words per minute which every pupil must reach in any particular content. Throughout the total developmental reading program students should be learning that our goal of instruction is to teach more efficient ways of reading which will yield a quicker and better understanding of any content. That slow, careful reading is quicker in the long run for certain purposes is an aspect of reading efficiency.

Flexibility of rate or "shifting gears" in reading makes for a businesslike use of time. Being able to find what is needed with a minimum of searching saves hours for study, for serious reflective reading, or for reading the extra books suggested for course enrichment. Junior high students who receive practice in varying their rates of reading begin to realize that it takes real effort to extract sufficient meaning quickly.

Parents are interested in the "speed" aspect of the reading program and may suggest that their child who is having difficulty with reading might profit from speed drills. Teachers will recognize that lack of speed or failure to choose a proper speed may be caused by skill deficiencies which must be corrected first. It is most important that teachers stress the phrase "speed of understanding" or "rate of comprehension" in discussing words-per-minute figures.

The chart which follows indicates general guidelines for improving flexibility of rate. No words-per-minute figures are given because the difficulty of the material for the particular reader varies. Later, in the drill exercises, and if so desired with the recreational reading, words-per-minute rates and the "index" are recorded. Students are encouraged to beat their own records, not those of their classmates.

IMPROVING RATE OF COMPREHENSION

SELECTING A SUITABLE SPEED

PURPOSE	MATERIAL	RATE
To locate a single piece of information 1. date, number, or name 2. a comparison among ranked facts 3. a new word in context 4. an item in a paragraph of small print	directories tables charts books want ads	SKIMMING or scanning very fast not a "true" reading rate
To survey a selection using printer's aids, key words, to get a general overview 1. book or article for fun 2. reference material related to one topic 3. main points of chapter to raise questions for "reading to find" later	fiction nonfiction textbooks encyclopedias technical articles	comprehension not involved careful reading follows
To find main ideas and certain details 1. what's going on in the world (who, when, where, what, why, how) 2. the next event in a sequence 3. fact questions in a study guide or at end of chapter	newspapers magazines easy fiction text book IF easy for the reader	SPEEDED reading
To read with maximum understanding 1. complex plot 2. explanation; directions 3. assignment requiring outlining. 4. selection requiring sharing of reader's interpretation	less easily read essay, novel, play science text Junior Great Books	AVERAGE to SLOW with rereading

To be certain that the flexibility training carries over to out-of-class reading tasks requires the cooperation of the content teachers and periodic check-ups by the reading teacher.

IMPROVING RATE OF COMPREHENSION

CHECKING THE SPEED LIMITATIONS

Before beginning a program of rate improvement the teacher and students may discuss the factors which limit how fast a person can read. Triggs (7) and others indicate the following obstacles:

1. The eyes' ability to move rapidly and to perceive print quickly. Vision problems such as acute astigmatism may interfere with speed of perception.

2. The reader's personal "reaction time." Rate of reading and rate of thinking are related. A slow reacting pupil possessing adequate skills should not be pushed or he may lose security in the total reading act.

3. The ability to concentrate by reading aggressively and sustaining the effort. Any pupil with a problem, real or imaginary, is not likely to want to compete.

4. Command of the basic reading skills sufficient for the level of reading material. In general, it is poor practice to emphasize speed for a pupil showing less than 6th grade fundamental reading skills. Multilevel materials for improving rate are available.

5. Familiarity with the content. There will be fewer regressions and delays in assimilating new ideas. However, if word recognition skills are inadequate for the technical vocabulary, speed will be affected.

6. The writer's style. Uncomplicated sentences and simple paragraph construction in which the pattern of development is easily recognized make for easier reading. Figurative language of poetry requires close reading.

7. The printed format. Wide margins, changes in type, and other printer's aids make it easier to locate items.

IMPROVING RATE OF COMPREHENSION

As pupils move along toward a more intensive program of rate improvement, the reading laboratory approach is used. The teacher's goals are to make this experience as individualized and self-operative as possible. Experience has shown that once pupils set their goals, they will ask that the room be open before school, during study periods, and after school.

PRACTICING WITH PURPOSE-----

General guide lines for RATE OF COMPREHENSION* work using books, kits, and the pacing machines include:

1. Awareness of any limiting factors over which the pupil has no control.

2. The planning of an individual program with each pupil helping him to set realistic goals for overcoming the weaknesses which he and you agree upon.

3. Placement of the pupil initially in narrative material about two years below reading grade level.

4. Insistence that purposes for reading must be established and a suitable speed decided upon before the exercise is attempted. (SPEED by ITSELF IS OF NO VALUE. With most of the practice material, the pupil figures the RATE of COMPREHENSION.)

5. Insistence that pupils read aggressively being mentally alert for thought units which answer their questions.

6. Provision for daily marking of charts and teacher analysis of these to change the "prescription" for further work.

7. Periodic checking to see that students transfer their higher rates of reading to out-of-class reading tasks.

---

*Rate of Comprehension, Efficient Reading Rate, and Index all describe the product of the number of words read silently per minute multiplied by the score on a comprehension quiz. Thus, Index = words per minute x % of comprehension.

IMPROVING RATE OF COMPREHENSION

Specific suggestions for carrying out a rate improvement program are given in the PROCEDURES which follow. A description of materials for use in this segment of the junior high program is found in the YELLOW PAGES.

OBJECTIVES	PROCEDURES
Training the reader to concentrate, to perceive quickly, to react	(To speed up association between visual impression of symbol + its translation into a meaning and response) --Use a tachistoscope and have pupils
A. Essential input	1. Write the dissimilar letter in frame of six or more symbols.
1. Reader's knowledge of information he seeks.	2. Write even numbers in frame of six or more symbols. 3. Pronounce flashed spelling words.
2. Reader's concentration to remember item at one look.	--Provide duplicated columns of a phone book and using a stop watch have pupils 1. Find the address of John Joseph Smith. 2. Locate the number of the DuPage County Sheriff's Police.
B. Helpful aids	3. Search for other specified items attempting to beat their time as they work.
1. Reader's awareness of capital letters and abbreviations.	--Provide the class with the same want ads and have them find specific bits of information.
2. Reader's selectivity for only the necessary material	--Prepare a guide sheet listing phrases from a set of text books available to the class. Have pupils find and record the word before and the word after the phrase. Starting time and finishing time should be recorded.

EXAMPLE:

PHRASE	PAGE	WORD BEFORE	WORD AFTER
into salvos of	11	______	______
nailed placards	27	______	______

IMPROVING RATE OF COMPREHENSION

OBJECTIVES	PROCEDURES
Training the reader to use skimming speed to survey assignments and other reading for main ideas, coverage, source for questions	--See the SQ3R technique and review SURVEY steps.
A. Growth in learning what to look for and where to find it.	--Write on the board, "Read from page ____ to page ____ in the text." 1. Have pupils skim for 3 minutes or less.
B. Growth in recognizing author's plan.	2. Ask general questions about a. Sequence of main thoughts. b. Contents of the summary.
C. Growth in appreciation of SQ3R as a study aid	3. Have pupils write two specific questions which they will read to answer when rereading carefully. --Repeat the foregoing technique from time to time giving only the terse directions, "Read from page____ to page_____." This is one of the best ways to determine whether or not pupils are transferring procedures to out-of-class reading.
D. Growth in realizing that skimming helps to determine a suitable speed for reading.	--Have pupils skim for 30 seconds before reading a timed article. 1. Ask pupils what relation the title has to the content. 2. Ask whether the material looks difficult to read. Why? Why not? 3. Ask whether they noted a summary. Why might there not be one?

IMPROVING RATE OF COMPREHENSION

OBJECTIVES	PROCEDURES
Training the reader to use skimming speed to survey (continued)	--Have pupils follow directions for skimming prior to reading story films. What purposes do they see for reading that particular film? Will they need to read more slowly? Why?
Training the reader to use speeded reading to note main ideas and details	--Explain the inverted triangle ▽ of newswriting: "lead paragraph (5W's, H): "body" paragraphs (elaboration of the lead) --Provide news paragraphs and have pupils 1. Underline the main idea and mark M on each clue to important details. 2. Have pupils note the relation of the headline to the article. 3. For training the memory have pupils read quickly, turn clipping over, and write details in sequence. Repeat.
Training the reader to use average to slow speed to gain maximum understanding	--Discuss the difference between light reading and study reading; between fiction and nonfiction; between "easy" content subjects and "hard" subjects. Use questions such as: 1. What makes a subject difficult for you? 2. What difference in the author's organization and style do you notice between social studies paragraphs and science content? (Use text books or excerpted pages.)

IMPROVING RATE OF COMPREHENSION

OBJECTIVES	PROCEDURES
Training the reader to use average to slow speed to gain maximum understanding (continued)	3. How might your purpose for reading differ from one page to the next in the same text? 4. How would you alter your speed to suit a particular purpose? --Provide a paper back novel of light style, a social studies text, and a science book for each pupil. 1. Ask pupils to read for five minutes in each book, telling them that they will have a quiz, 2. Have them write how many pages they read in five minutes in each book. 3. Have them write a complete sentence giving the main idea in the pages covered. 4. Administer a quiz over the content of each selection making sure to include specific detail. 5. Discuss selecting a suitable rate for study reading in each content subject. (See CONTENT SUBJECTS, IV, in this GUIDE for further discussion.) --Provide a selection from the Junior Great Books or another source. The content should lend itself to reflective thinking. Use the questioning techniques described in the section, IMPROVING CRITICAL READING in this GUIDE. Discuss the need to reread and reflect.

IMPROVING RATE OF COMPREHENSION

OBJECTIVES	PROCEDURES
Overcoming common handicaps to speeded reading	--Stress reading for thoughts, showing that not all words are equally important.
A. Word by word reading	1. Use news clippings and cross out all but the essential words reducing the paragraph to a telegram.
1. Lip movement 2. Vocalization	2. Practice looking for key words and phrases in easy material--circling or underlining quickly to spot ideas.
	--Use hand pacer to increase visual span.
	1. Take 3 x 5 card and put small arrow midway across the top.
	2. Fix eyes on the arrow while drawing the card down a column of print.
	--Draw line vertically through a news column. Concentrate on the line, reading vertically. Check comprehension.
NOTE: Experts disagree about the possibility of widening eye span. However, the activity does increase concentration and the reader can get key ideas reading vertically.	--Use prepared triangle of print to attempt to increase peripheral vision. (Discuss peripheral vision, also, reading ahead while reading music.) * an old habit habits to form eyes on the line look at the center do a little each day drill makes the reader see with a wide eye span steady practice helps much try to do this when you read look steadily at the mid-point are you still seeing both edges? If so, your eye span is excellent. *Leedy, Paul D. Improve Your Reading, p. 62

IMPROVING RATE OF COMPREHENSION

OBJECTIVES	PROCEDURES
Overcoming common handicaps to speeded reading (continued)	--Have pupil place pencil between lips and exert pressure to hold pencil as he reads to overcome lip movement while reading.
3. Regressions	--Use mechanical reading pacer or hand pacer, such as a 3 x 5 or 5 x 8 unlined card. 1. Set mechanical pacer according to the instruction manual or approximate the speed. The pacer should be pushing the reader. 2. Move hand pacer down over print covering the print read. 3. Discuss when is the right time to go back over what was read. 4. Evaluate by asking only for the main idea, not details. (This is important in building confidence.)
Developing general reading efficiency and becoming acquainted with techniques	--Inventory pupil's present rate of understanding before starting an intensive program. (See GRADE 8, THE READING LABORATORY, in this GUIDE for help.) 1. Observe performance during inventories. a. Lip reading and head movement b. Distractibility c. Tension under timed conditions d. Excessive slowness or excessive speed

IMPROVING RATE OF COMPREHENSION

<table>
<tr><th>OBJECTIVES</th><th>PROCEDURES</th></tr>
<tr><td>Developing general reading efficiency and becoming acquainted with techniques (continued)</td><td>
2. Evaluate comprehension generally and specifically for as many as possible.
3. Discuss the results with each pupil.
4. Permit him to choose which practice material most appeals to him.
5. Insist that pupils sit up, brace book, and concentrate during rate improvement work.
6. Teach pupils to subtract time, to compute average, and to find the INDEX.
--Use simple chart for HOME PRACTICE using easy library books.
<table>
<tr><th>DATE</th><th>TITLE</th><th>PAGES READ in 15 Min.</th><th>MAIN IDEA or REACTION</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
--Vary procedures with classroom materials.
1. Have pupils skim for 30 seconds before beginning the timing of the selection. This will not yield a "pure" wpm score, but this is not important.
2. Skim vocabulary exercises before reading story to be aware of unfamiliar words in context.
3. Skim questions before reading the content.
4. Cover with card short paragraph 3-minute tests to prevent rereading.
</td></tr>
</table>

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IMPROVING RATE OF COMPREHENSION

Teacher's Notes--Ideas to Share

IMPROVING RATE OF COMPREHENSION

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Section V

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IMPROVING TASTE

PERSONAL CHOICE READING

The ultimate goal for any reading program is the encouragement of an interest in reading that will grow and grow through a lifetime. The personal choice facet of the Naperville developmental reading curriculum commands daily attention. Every pupil carries a library book to class every day and he is expected to read daily from a book of his choice.

All teachers share in the responsibility for helping children find good books. The reading teacher, English teacher, and librarian having read extensively in both old and new books are in the most favored spot to introduce large groups of children to good lifetime habits and attitudes through literature. When books are assigned to be read by any content subject teacher, the reading teacher is cooperative in offering help as needed and in giving credit for the reading. When the physical education and home economics teachers suggest books, some otherwise reluctant readers will make a super effort to read the book. Reading teachers need the cooperation of all teachers. This is the multidisciplinary approach wherein others serve the reading teacher's goals, a nice change.

Children's tastes are unlimited. Publishers recognize this fact by offering a seemingly endless list of new materials. But it is not only new books to which students should be enticed. Older books give students insight into the past, letting them tie together what they have heard, read, or studied. By reading the classics of our literary heritage they can often gain an appreciation of our beautiful English language. Patterns of writing creep into the youngster's compositions, and they are usually the better for it. Today's children have a treasury of titles to choose from.

Time should be allotted for children to recommend titles and authors to their classmates. Teenagers are much more apt to consider a pal's recommendation than a teacher's opinion. Teachers as salemen must be more subtle. Reading aloud to the class and providing a FREE READING WEEK each semester influence many subliminally. When pupils compare their opinions of books with authoritative book reviewers, they analyze their reactions more critically or at least argue with more conviction.

IMPROVING TASTE

INDEPENDENT READING

Although the reading teacher and librarian are aware of the INDEPENDENT reading level of each pupil and suggest books that he can read, the child himself should be encouraged to discover his independent reading level and read there. By surveying a paragraph, or page or two, the reader should decide whether or not the book is for him. Neither children nor adults enjoy reading books that tax their skills. Responses or reactions are not as meaningful if the reader is unable to read the book easily. If a child selects a book and then drops it before finishing, there should usually be no penalty, though a repeated pattern of not finishing might be treated differently. If the topic is right and the interest is at a peak, then children can, for unexplainable reasons, motivate themselves to read more difficult material, contrary to all the theory.

The OBJECTIVES and PROCEDURES offered on the following pages include suggestions for: interest inventories, records of recreational reading, many ideas for establishing an ambience for reading, and finally, aids that may influence students in selecting books. The "First Rate Books for Particular People" list, which follows the PROCEDURES, is not required reading. It is a useful guide, however, which is updated from time to time. Each pupil receives a copy of this guide; teachers use it at their discretion. Good books have built-in ladders to good taste.

The very complete BIBLIOGRAPHY lists addresses of book clubs, book selection lists, titles of interest inventories, and references for teachers. The reading classrooms have small libraries and boxes of book excerpts. Every junior high has a library and full-time librarian. All pupils visit the library with a reading teacher once a week to select new books. There is no reason for a student's not having a recreational type book with him every day in reading class because he has many sources to draw from.

The pages which follow immediately suggest questions to ask pupils about their personal choice books. The teacher makes use of an important aspect of the individualized reading approach when conference questions have specific purposes.

IMPROVING TASTE

QUESTIONS for PUPIL-TEACHER CONFERENCES ABOUT BOOKS

By Jeannette Veatch, The Individualized Reading Program: A Guide for Classroom Teaching, Proceedings, 11th Annual Convention, Volume II, Part 3, International Reading Association, 1967. (DuPage County reprint)

COMPREHENSION AREA

1. Main Idea

Can you give me the main idea of the book in one sentence?
Does the setting of the story affect the plot? (time and place)
Is the author writing about people living today, or people who lived a long time ago? How do you know?
Was this time element important to the story? How?
What other book have you read similar to this one? How are they similar?
How does the title of the book relate to the story?

2. Appraisal of Child's Value Structure

Could you get into an argument about this book? Why?
On which side of the argument are you? Why?
After reading this story, did you feel as though you wanted to do something about something? What?
Did anything in this book make you change your mind about something? If so, what was it?
Would you like all your classmates to read this book? Why?
Did the book make fun of anyone?
Was the main character in the story perfect, or did he or she make mistakes?

3. Inferential and Critical Reading

Did any character in this story have to overcome a difficulty? If so, what do you think about the way he or she did it?
When you read this book, did you get any ideas which were not actually put into words?
What was this story really about?

4. Sequence of Story

If this story were a play, what main event would make up each act?
Would you like to change the ending in any way? Why?

IMPROVING TASTE

5. About the Author

What is the name of the author?
If you wrote the author a letter, what would you say about his book?
Have you read any other books written by this author?
Do you think the author wrote this book purely for children's enjoyment or to give children information? Explain.

REASONS FOR BOOK CHOICES AND CLUES TO PERSONALITY

1. Personal Identification

Did you like the book? Why?
What part of the book did you enjoy particularly? Why?
Did any part of this book bore you? Why?
What character in the story didn't you like and why?

2. Awareness of Peer-Group Action

Was the main character in the story popular or unpopular?
Do you think there might be some children in this classroom who would like the same kind of books that you like? Why do you think so?

3. Evidence of Modification of Behavior

Do you read more books now than you used to? Why? or why not?
Do you have some problems like people had in the story? How do you try to solve these problems?
Did any of the actions in the story remind you of something you ever did?

MECHANICAL SKILLS

1. Word Definitions

Here is an unusual word. Can you tell me what it means?
Did you find any words that had a different meaning when you read them somewhere else? What was the difference?
Can you find a word on this page that has more than one meaning? (bat, ship, walk, for example).

IMPROVING TASTE

MECHANICAL SKILLS

2. Study Skills

Did pictures help you understand this book? How?
How do you find things in the index (table of contents, title page)? Show me.
Can you locate the setting of this story?
Can you tell me the thread of the story by looking at the table of contents?

3. Ability to Analyze Unknown Words. These skills can be developed best in independent writing.

Choose a word at random:
- What is the root word?
- What is the prefix?
- What is the suffix?
- Unlock the word meaning by telling me what this word means with a prefix, a suffix, or both.

4. Reading for Details

The child should be questioned for details according to the nature of the material. If the book is concerned with such areas as
- how to build or make things
- how to perform an experiment
- the following of recipes

then reading for details may be included.

The busy teacher talking about a book with an individual reader tends to ask the same questions time and again. A brief record of each pupil-teacher conference should indicate the kinds of questions asked and the pupil's skill in answering them. Teachers may wish to post a sign-up sheet for the scheduling of conferences, so that no youngster is missed during the quarter. The Veatch list is comprehensive--an excellent example of questioning as a technique for teaching.

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IMPROVING TASTE

Pupils' interests change from day to day, and the procedures listed below are only a few indicators of their interests.

OBJECTIVES	PROCEDURES
Discovering the individual student's interests	--Administer a questionnaire, also called an Interest Survey. EXAMPLE ITEMS: 1. What do you like to do in your spare time? 2, What magazines do you like to read? 3. What are your favorite tv shows? 4. List 3 books read and tell why you liked or disliked them. 5. Name a movie you have seen and liked. Lists of Interest Surveys can be found in the bibliography. --Interview individual students to discover likes, dislikes, interests, books read. --Use sampler kits such as the Literature Sampler or Pilot Library to present to students verbatim excerpts from published work. Student selects a category, skims titles and brief descriptions, and selects a sampler to read. If he likes the sample he will read the book. --Give an Incomplete Sentence Projective Survey. EXAMPLE ITEMS: 1. I'd read more if________________

IMPROVING TASTE

OBJECTIVES	PROCEDURES
Discovering the individual student's interests (continued)	2. I liked reading ____________ 3. I'd rather read than ____________ 4. When I have to read, I ____________ 5. To me, books ____________ 6. I like books about ____________ 7. Comic books ____________ 8. I don't like reading ____________
Becoming familiar with a student's reading background and current "free reading".	--Assess the student's literary background by using the "Literary Survey." EXAMPLE ITEMS: Heidi lived in the Swiss mountains with a. her brothers b. her mother c. her grandfather (See your department chairman for a copy of Scott, Foresman's "Literary Survey.") --Keep Cumulative Reading Records for each student. At the junior high level these records should be kept by the student. Simplicity is important for an effective tool. The Reading Records should be passed on each year to the next teacher.

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IMPROVING TASTE

OBJECTIVES	PROCEDURES
Becoming familiar with a student's reading background and current "free reading" (continued)	

EXAMPLE ITEMS: READING RECORDS

1. Index cards (5 x 8) listing titles of books completed (adapted versions, if any)

2. Cumulative Reading Record

Date Begun	Date Ended	Title	Category	Comments Reactions

3. Book Check Lists. Student checks off on a prepared list titles of books read. Obvious disadvantage is the limitation of the list or lists used.

4. Reading Circle. A circle or pie graph listing major categories, allowing space to fill in design with specific titles encourages pupils to broaden their interests.

OBJECTIVES	PROCEDURES
Developing an atmosphere conducive to reading A. Materials of many levels of difficulty; students' interest patterns kept in mind.	--Establish a regular routine of visiting the school library as a class every week or two weeks.

IMPROVING TASTE

OBJECTIVES

Developing an atmosphere conducive to reading

A. Materials... (continued)

PROCEDURES

--Have a "Swap Day". Students trade paperback books and approved magazines.

--Hold a "Used Book Sale." A 3-day plan follows: (Must have principal's approval.)

1. Prior to First Day build up enthusiasm. Prepare plenty of shelf room. Mount category posters along shelves.
2. First Day (Tuesday or Wednesday)
   a. Students bring in paperbacks.
   b. Each book is marked with sale tag.

Student name ________________
Title ________________
Class Period ________________
Amount __________
- - - - - - - - - - - - - - - - - - -
receipt
- - - - - - - - - - - - - - - - - - -
Amount __________

All prices are 1/2 new price or less

3. Second Day
   a. Students browse.
   b. Students note titles, categories and prices.
4. Third Day--SALE DAY
   a. All money is collected by teacher.
   b. Bottom half of receipt stays in book stamped PAID.
   c. Top half of receipt is kept for record of sale and repayment to student selling book. (When able return money to seller same day to put money back in circulation. You sell more.)
   d. All sales are final.

IMPROVING TASTE

OBJECTIVES	PROCEDURES
Developing an atmosphere conducive to reading	
A. Materials... (continued)	--Cooperate with the school and city libraries by suggesting to the librarians titles and subject areas in which students have expressed interest. Keep current. 1. Add paperback books to the library. Teenagers love their compact size, colorful covers and current topics. 2. Borrow books from outside agencies. Check your state library for borrowing services. In Illinois, books are available through the cooperation of the public library from the State Children's Library in Springfield. --Start a School Paperback Book Store. Sell paperbacks during lunch periods, study halls, and before and after school. Student salesmen promote books they have read. (Must have principal's approval.) --Display magazines and periodicals in the classroom. --Start a Book Club 1. Books from established paperback book club companies such as TAB (Teen Age Book Club) or AEP (American Education Publication) 2. Junior Great Books Discussion Groups (Refer to IMPROVING CRITICAL READING) 3. Interest meetings (formal or informal) for the sharing of ideas, books, or favorite authors

IMPROVING TASTE

OBJECTIVES	PROCEDURES
Developing an atmosphere conducive to reading	
B. Surroundings favorable to reading	--Require that each student bring to reading class each day a book of his choice, for Free Reading Periods. (Note: Teacher should observe the pupil's skills when he reads whole books rather than from practice exercises alone. Individual conferences are important.)
	--Keep flexible. Do not set a routine time for free reading. Set aside 15 minutes one day, 10 another day, and a whole class period when possible.
	--Allow students to go to the school library if they have finished a free reading book. Don't make them wait. Keep a book in their hands. (Check with librarian on this.)
	--Provide a reading table or corner for comfortable, casual reading.
	--Be observed reading and share ideas from your reading.
	--Provide a Free Reading Week each semester in which the students are absolutely free to enjoy their books without interruption.
Developing skills for selecting reading material	--Use book lists. Put worthwhile titles into the hands of students.
	--Display jackets of books which some are reading. Encourage students to write catchy sub-titles.
	--Ask the librarian to review new books.

IMPROVING TASTE

OBJECTIVES	PROCEDURES
Developing skills for selecting reading material	--Present reviews. Read reviews from newspapers, magazines, journals. Follow up with student reviews. --Review the use of the card catalog for finding books 1. On topics of interest. 2. By favorite authors. --Guide parents in selecting books 1. Put book lists in their hands at Open House. 2. Send home fliers about the school paperback book store and the book clubs.
Developing critical reading skills through comparisons (Note: See CRITICAL READING for more suggestions.)	--Select a book that has appeared in two other forms (magazine serial, condensed version, movies, tv show, stage show) and compare the book with the two: 1. Did all three have the same main idea? 2. Were there obvious or subtle changes in the implication of the story from the original? 3. Why were the changes made? 4. Which presentation did you enjoy most? Why? 5. What was the author's purpose?

IMPROVING TASTE

OBJECTIVES	PROCEDURES
Developing critical reading skills through comparisons (continued)	--Have a capable reader who is choosing less "difficult" reading than he should be doing compare an adapted version of the book, the easier version, with the original.
	--Ask students who read biography to: 1. State what the author wanted him to think about the main character. 2. Discuss the qualities that the character did or did not have that made for his success or failure. 3. Guess why the character reacted as he did throughout his life or in certain situations that were to affect his whole life.

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IMPROVING TASTE

FIRST RATE BOOKS FOR PARTICULAR PEOPLE OF ALL AGES

To Junior High School Readers:

Reading improvement includes the improvement of one's taste in books. The books on the list which are starred (*) are over thirty years old and are considered by many to be some of the classics which no one should miss. The themes or ideas behind the plots are not easily forgotten. The characters are memorable and while you are reading about their lives, yours will be enriched. The style of writing in these books will leave its mark with you. Some of the phrases will sound old-fashioned, but the word pictures produced will be fresh as a current movie.

You will find that authors and educated people refer to most of these stories as if everybody knew about them. Some of the books you will have read and you may now own. Other books may be a bit beyond you now, but you will grow into them. The list includes books for all ages. You will be surprised at how many your parents have read and enjoyed.

Place a ( ) before each book which you have read--not viewed. Look for these books in our library, at home, at public library, and in the paperback book stores. This list can serve as a guide for building your personal library.

Your Reading Teachers and Librarians

Adamson	Born Free
Aesop	Aesop's Fables
*Alcott	Little Women
	Little Men
Alexander	The High King
	Taran Wanderer
*Andersen	Fair Tales
*	Arabian Nights
*Armer	Waterless Mountain
*Austen	Pride and Prejudice
Bagnold	National Velvet
Bailey	Miss Hickory
Ball	Bristle Face
*Baum	The Wizard of Oz
*Bennett	Master Skylark
*Blackmore	Lorna Doone
Bowmar	Pecos Bill
Brink	Caddie Woodlawn
*Bronte, C.	Jane Eyre
*Bronte, E.	Wuthering Heights
*Browning	Pied Piper of Hamlin
*Buck	The Good Earth
*Bulfinch	Book of Myths
Bunyan	Pilgrim's Progress
*Burgess	Mother Westwind series
*Burnett	Secret Garden
	Little Lord Fauntleroy

*Books enjoyed for thirty years or more

IMPROVING TASTE

FIRST RATE BOOKS FOR PARTICULAR PEOPLE OF ALL AGES

Burnford	Incredible Journey
Canfield	Understood Betsy
*Carroll	Alice's Adventures in Wonderland and Through the Looking Glass
*Cather	My Antonia
*Cervantes	Don Quixote
*Chrisman	Shen of the Sea
Clark	Secret of the Andes
Cleary	Fifteen
*Clemens	Adventures of Huckleberry Finn Adventures of Tom Sawyer
Coatsworth	The Cat Who Went to Heaven
*Coleridge	The Ancient Mariner
*Collodi	The Adventures of Pinocchio
*Cooper	The Deerslayer
Cousteau	The Silent World
*Cronin	The Keys of the Kingdom
*Dana	Two Years Before the Mast
Daugherty	Daniel Boone
DeAngeli	Door in the Wall
*DeFoe	Robinson Crusoe
DeJong	The Wheel on the School The House of Sixty Fathers
*Dickens	Christmas Carol David Copperfield Oliver Twist Tale of Two Cities
Dillon	The Singing Cave
*Dodge	Hans Brinker
*Doyle	Complete Sherlock Holmes
DuBois	Twenty-One Balloons
*Dumas	The Three Musketeers Count of Monte Cristo
*Eliot	Silas Marner
Edmonds	The Matchlock Gun
Estes	Ginger Pye
*Ferber	Cimarron
*Field	Hitty
*Finger	Tales from Silver Lands
Forbes	Johnny Tremain
Forman	Horses in Anger
*Fox	Little Shepherd of Kingdom Come
Frank	Diary of a Young Girl
George	My Side of the Mountain
*Gilbreth	Cheaper by the Dozen
Gipson	Ole Yeller
*Grahame	Wind in the Willows
Gray	Adam of the Road
*Grimm	Grimm's Fairy Tales
*Hardy	Return of the Native
*Harris	Uncle Remus
*Hawthorne	House of the Seven Gables Wonder Book and Tanglewood Tales
Heinlein	Have Space Suit-Will Travel
Henry	King of the Wind Justin Morgan Had a Horse
Hilton	Good-bye, Mr. Chips

*Books enjoyed for thirty years or more

IMPROVING TASTE

FIRST RATE BOOKS FOR PARTICULAR PEOPLE OF ALL AGES

*Homer	(adapted by A.J. Church) The Odyssey for Boys and Girls
Hunt	Across Five Aprils Up a Road Slowly
*Irving	Rip Van Winkle and The Legend of Sleepy Hollow
*James	Lone Cowboy Smoky
Keith	Rifles for Watie
*Kelly	Trumpeter of Krakow
Kendall	The Gammage Cup
*Kipling	Captains Courageous Just So Stories Jungle Book
Kjelgaard	Big Red
Knight	Lassie Come Home
Konigsburg	From the Mixed-Up Files of Mrs. Basil E. Frankweiler
Krumgold	...and Now Miguel Onion John
*Lamb	Tales from Shakespeare
Latham	Carry on, Mr. Bowditch
Lawson	Rabbit Hill
Lee	To Kill a Mockingbird
L'Engle	Wrinkle in Time
Lenski	Strawberry Girl
Lester	To be a Slave
*Lewis	Young Fu of the Upper Yangtze
*Lofting	The Voyages of Dr. Doolittle
*London	Call of the Wild White Fang
Malcolmson	Yankee Doodle's Cousins
Malkus	Through the Wall
McCloskey	Homer Price
McSpadden	Stories from Dickens
Mayne	Earthfasts
*Meigs	Invincible Louisa
*Melville	Moby Dick
Merrill	The Pushcart War
*Montgomery	Anne of Green Gables
*Mukerji	Gay Neck
*Mulock	The Little Lame Prince
Neville	It's Like This, Cat
*Nordoff	Mutiny on the Bounty
North	Rascal
Norton	The Time Traders
*O'Brien	Silver Chief, Dog of the North
O'Dell	Island of the Blue Dolphins The Black Pearl
O'Hara	My Friend Flicka
*Ollivant	Bob, Son of Battle
*Parkman	Oregon Trail
*Poe	Gold Bug and Other Tales
*Porter	Scottish Chiefs
*Porter, Eleanor	Pollyanna
*Pyle	Merry Adventures of Robin Hood The Story of King Arthur and His Knights

*Books enjoyed for thirty years or more

IMPROVING TASTE

FIRST RATE BOOKS FOR PARTICULAR PEOPLE OF ALL AGES

Rankin	Daughter of the Mountains
Rawlings	The Yearling
*Ruskin	King of the Golden River
Salten	Bambi
*Saunders	Beautiful Jo
Sawyer	Roller Skates
Scott	Ivanhoe
Seredy	The White Stag The Good Master
*Seton	Wild Animals I Have Known
*Sewell	Black Beauty
*Shannon	Dobry
Sharp	Miss Bianca
Shepard	Paul Bunyan
*Sidney	Five Little Peppers and How They Grew
Sitverberg	Time of the Great Freeze
Smith	A Tree Grows in Brooklyn
Sorenson	Miracles on Maple Hill
Speare	The Witch of Blackbird Pond Bronze Bow
Sperry	Call It Courage
*Spyri	Heidi
*Stevenson, R.L.	Kidnapped Treasure Island
Stevenson, W.	Bushbabies
*Stowe	Uncle Tom's Cabin
*Swift	Gulliver's Travels
*Tappen	When Knights Were Bold
*Tarkington	Penrod Seventeen
*Travers	Mary Poppins
Trevino	I, Juan de Pareja
*Van Loon	Story of Mankind
Varble	Three Against London
*Verne	Twenty Thousand Leagues Under the Sea Around the World in Eighty Days
*Wallace	Ben Hur
Webster	Anne of Green Gables
White	Charlotte's Web Stuart Little
*Wiggin	Rebecca of Sunnybrook Farm
*Wilder	Bridge of San Luis Rey
*Wisler	The Virginian
Wojciechowska	Shadow of a Bull
*Wyss	Swiss Family Robinson
*Yates	Amos Fortune, Freman

*Books enjoyed for thirty years or more

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IMPROVING TASTE

Teacher's Notes--Ideas to Share

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IMPROVING SPELLING

IMPROVING SPELLING

Section VI

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IMPROVING SPELLING

Junior high reading teachers in Naperville are responsible for teaching spelling as well as reading skills. And while the time spent in instruction, testing, and reteaching appears to take valuable time out of the reading week, it is with good reason. There appears to be a high correlation between reading and spelling abilities. In other words, good readers are usually good spellers; poor readers are usually poor spellers. Poor spellers need methods for learning to spell, but they also must lose their over-weening self-confidence and get the dictionary habit.

Spelling is important as it relates to word attack and vocabulary development. Many of the spelling generalizations taught provide good reinforcement of vowel principles, accenting, and the adding of endings. When spell- is taught, auditory and visual clues are constantly being redirected from spelling to reading and reading to spelling. A student who is uncertain of the meanings of a word will not be very successful in using it.

The teaching of spelling, however, as with reading, begins with diagnosis. At the beginning of the year, all junior high students are administered the spelling achievement and diagnostic tests provided in the spelling textbook teacher's edition. The diagnostic test, particularly, will provide the initial information needed to form groups and to begin instruction. The chart which follows will be usefor for diagnosis.

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IMPROVING SPELLING

CAUSE AND CORRECTION OF SPELLING ERRORS

(Reprinted from the SPELLING FOR WORD MASTERY Series
Published by Charles E. Merrill Books, Inc.)

Causes	Typical Errors	Corrective Procedures
1. Incorrect visual image	docter for doctor nitting for knitting familar for familiar	1. Make pupils conscious of need to see each letter in word. 2. Break word into syllables. Have pupils visualize word. 3. Have pupils look at word for strong visual image.
2. Inaccurate pronunciation and inaccurate auditory memory	lighting for lightning pospone for postpone erl for oil chimley for chimney holaday for holiday	1. Pronounce each word accurately on initial presentation. 2. Pronounce word in concert with class. Listen for inaccurate pronunciations. Check individual doubtful enunciations. 3. Repeat several times part of word that is difficult to enunciate.
3. Insertion and omission of silent letters	lite for light lineing for lining no for know tabl for table gost for ghost stedy for steady lisen for listen	1. Silent letters cause many difficulties in spelling. Since these letters do not appear in an auditory image, special stress is needed on visual image. 2. Have pupils observe each part of word and practice writing part likely to cause trouble.

IMPROVING SPELLING

CAUSE AND CORRECTION OF SPELLING ERRORS

Causes	Typical Errors	Corrective Procedures
4. Confusion of letters for consonant sounds	acke for ache parck for park gudge for judge visinity for vicinity sertain for certain	1. Give practice for correct image of word. 2. Teach children that some letters have more than one sound; e.g.: s may sound like s or z. c may sound like s or k. g may sound like g or j.
5. Confusion of letters for vowel sounds	oder for odor salery for salary rejoyce for rejoice turm for term	1. Have pupils break word into syllables, and look at its parts. 2. Practice for correct visual image of word. 3. Practice writing word for kinesthetic impression of letters.
6. Confusion of double vowels	reel for real quear for queer	Help pupils realize that double vowels often take sound of single letter or another vowel combination.
7. Inaccurate formation of derivatives	stoped for stopped haveing for having flys for flies sincerly for sincerely omited for omitted	1. Work for more vivid visual image of word endings. 2. Emphasize auditory image of endings. 3. Break word into syllables. Have children observe word in parts. 4. Call attention to generalizations on regular ways of adding endings. 5. Stress closer understanding of method of adding suffixes.

IMPROVING SPELLING

CAUSE AND CORRECTION OF SPELLING ERRORS

Causes	Typical Errors	Corrective Procedures
8. Reversal or transposition of letters	gose for goes form for from bread for beard	1. Pronounce word distinctly. Have pupils listen for sequence of each sound. 2. Practice for correct visual image.
9. Incorrect meaning-homonyms	dew for due our for hour hole for whole sum for some	1. Illustrate use of word in commonest meaning in sentences. 2. Use pairs of words in sentences to distinguish what each means.
10. Phonetic spelling applied to non-phonetic words	bin for been gon for gone sum for some	Though spelling uses phonetics, pupil should be taught to expect numerous exceptions in our language. He cannot rely on sound alone. He must be helped to realize that his visual memory must be his guide in many words and parts of words.
11. Confusion of words that are similar in sound	an for and were for where merry for marry effect for affect cents for sense	1. This error is often due to faulty auditory perception. Care should be given to enunciation. 2. Pronounce words in pairs and give meaning of each.

IMPROVING SPELLING

CAUSE AND CORRECTION OF SPELLING ERRORS

Causes	Typical Errors	Corrective Procedures
12. Lack of acquaintance with phonetic elements	ivliza for result haw for how inbean for imagine	1. For pupils very deficient in phonetic sense or training, begin with very simple visual-auditory exercises-learning to attach beginning consonant sounds to the appropriate letter symbols. 2. Use kinesthetic approach, also.
13. Poor handwriting	stors for stars temt for tent	Practice on letter forms that frequently cause difficulty.
14. Overemphasis on rules	See RULES for BETTER SPELLING.	Children should not be required to learn rules as a means of learning to spell. Reference to certain rules may prove helpful, but pupils need to know that numerous exceptions make rules unsafe as a complete guide to spelling.
15. Nervousness	Inaccuracies due to lack of control necessary for deliberate thinking.	Check child's health. Be sure vision and hearing are not defective. Remove all possible tensions. Build confidence.
16. Carelessness	Errors due to poor concentration and to careless word-study habits.	Stimulate pride in work well done. Praise all improvement.

IMPROVING SPELLING

TEACHING THE PRINCIPLES AND "DEMONS"

In addition to the diagnostic test, a hundred word "Common Demons" test is given at the beginning of the year. The * items on the DEMONS page included in this section may be used for this test. Teachers will also want to emphasize the spelling of the DAILY USE words which follow the DEMONS. (Requirements for mastery of the COMMON SPELLING DEMONS vary within the buildings.) The longer list of troublesome words is used continuously during the year as many of these words appear in dictation sentences which test the spelling book word lists. For poor spellers the DEMONS may be a major part of their spelling improvement program.

The teaching of spelling can begin, then, with a general review of the spelling generalizations and an intensive review of the DEMONS. Some teachers may wish to use an inductive approach whereby groups of words with common factors are given, and youngsters discover the generalization which governs the spelling of the words. Words which follow a particular generalization are studied together. Another way to use the principles is to give students the generalization and have them find the words which fit the generalization. Exceptions to the principles are then discussed. Pupils need to realize that the rules are not a complete guide to spelling. Teachers must realize that it is the application of the generalization not the memorizing that is important.

PLANNING THE SPELLING PROGRAM

In planning the spelling program teachers should use the books and lessons from which the group will profit most. For instance, teachers may wish to do all of the lessons emphasizing syllabication together, then do all of the lessons dealing with affixes. At no time should a teacher feel pressed to teach all of the lessons or all of the words within a lesson. Five words with their inflected endings (s, ed, ing, etc.)are enough for a lesson for some pupils. A youngster cannot spell a word he cannot read and may benefit more from the directed teaching of a few words which interest him.

IMPROVING SPELLING

PLANNING THE SPELLING PROGRAM

Capable spellers should not be held back on a one lesson per week schedule. Inventory tests can determine whether the very capable student needs more than a fraction of the text book's lessons. A work-ahead program, in which students work as rapidly as possible, has been found to be quite effective. Worksheets are provided to outline exercises to be completed, and printed tests or tests from the tape recorder are administered as soon as the student is prepared for them. A high degree of mastery is required on the tests in order for the student to proceed to the next unit. Spelling words from special fields of interest and from adult spelling lists can supplement the work.

A spelling-with-partners plan can also be quite good as a way of motivating the spelling program. Students work in pairs, learning the lesson emphasis, writing the words and checking meanings. The partners give each other check tests which the teacher corrects. The teacher records the grades and determines whether further study is indicated.

The time spent on improving spelling must not jeopardize the improvement of reading. Block scheduling of a one or two week emphasis on spelling might be feasible. Attempt to interest pupils in working ahead outside of class as well.

REVIEWING THE METHOD

A spelling method which stresses LOOKING at the word and VISUALIZING its syllables and unexpected combinations of letters seems to work best. An exaggerated pronunciation of the difficult part of the word helps to sound out the silent or muted sounds, as in sep A rAte. The steps which follow are an effective method for study.

1. Look at the word as it is spelled in print.
    a. Note the familiar parts of the word.
    b. Note and mark the unexpected combinations of letters.
2. Say the word distinctly. (Exaggerate the hard syllable)
3. Look and compare the word with its phonetic spelling.

IMPROVING SPELLING

REVIEWING THE METHOD

4. Look away from the word and spell it orally.
5. Look at the print again. Check carefully.
6. Cover the word and write it legibly.
7. Check your written copy for corrections.
8. Practice writing the word, remembering to cover your previous copy.

Teachers will find that it is most effective to introduce this method by using a multisyllabic word which youngsters have not learned. The words psychology or scintillating might be interesting to try. The entire class can then work through the procedures and discuss the meaning. The end result is that, with care, everyone can learn to spell and understand a "big" word. Follow-up should include a retest of these words the next day to see how much is recalled and how many still know how to spell them correctly. Pupils might also discuss why the "little" words are more difficult to spell.

TESTING PROCEDURES

Printed and dictated tests should be varied and challenging. Printed tests are difficult because visual discrimination of near correct spelling is involved. The printed copy should be clear, and pupils should be encouraged to use scrap paper to try a word to see whether it looks right to them when written in the cursive writing. A printed test based on the review of spelling principles is included in this section.

Regardless of the way in which dictated tests are given, the words presented must be used in sentences. Teachers should speak clearly but not exaggerate the pronunciations. Pupils should exaggerate the pronunciations of difficult syllables as they spell to themselves.

The best test of spelling ability is the evidence seen in written classwork, of course. Pupils should be evaluated not only on formal tests, but on their practice of good spelling and proofreading in all written work.

IMPROVING SPELLING

Dictation Test Variations

1. Dictate "grocery" lists of words using each word in a sentence as indicated in the teacher's manual. Pupils write only the word itself. (Very uninspired method)

2. Dictate each word and compose all of the sentences around a topic dealing with social studies, science, or a local school event. Try creating an on-the-spot cumulative story as each word is dictated.

3. Give students the dictation test sentences when the lesson is introduced. On test day, pupils listen once to the sentence and begin writing on the second reading. Pupils write the entire sentence which contains several spelling words and of course, many common words. Since pupils have had chance to practice the test sentences, every word counts.

4. Include directions for setting up the paper and have pupils listen and follow such directions as:

   In the next five spaces write
   the plural form of each given
   word. In the next....

After spelling tests have been corrected, youngsters should mark their progress on individual graphs, and write correctly any misspelled words in a special section of their notebooks. Periodically youngsters should be individually tested on their particular problem words. The teacher will find it worthwhile to tabulate the words most frequently missed and plan lessons to include the spelling generalization and these more difficult words.

In the section which follows are materials for teaching and testing. The textbooks, kits, and films available in the junior high schools are described in the YELLOW PAGES.

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IMPROVING SPELLING

COMMON SPELLING DEMONS
revised

TO THE STUDENT: In addition to other classwork in spelling, all junior high school pupils are expected to master the spelling of the common words lists. LOOK CLOSELY at each word. YOU MAY NEED to BREAK OLD HABITS in the writing of these vexatious demons. Some words do not look as they sound; some are homonyms, and some have tricky endings as plurals, or when ed or ing is added. Your teacher will tell you about requirements for your grade. The * words are especially difficult.

about
* absence
absent
* ache
address
again
* against
* all right
* a lot
already
* always
am
* among
animal
ankle
answer
any
anyway
are
arithmetic
aunt
* author
awhile

baby
babies
baking
balloon
barrel
baseball
basketball
bath
* bathe
* beautiful
* because

becoming
been
before
beggar
* beginning
* believe
beneath
bicycle
birthday
bleed
blue
bought
boys
bloom
break
breakfast
breath
breathe
* brief
bright
brother
brought
built
burst
busy
* business
butcher
buy

cannot
can't
captain
careless
carried
caught
cellar

cereal
* certain
chain
cheat
Chicago
chief
children
* chimneys
chocolate
choose
* chose
Christmas
circle
close
clothes
coach
color
* coming
correct
* cough
couldn't
county
counties
country
* countries
cousin
crying
* calendar

daddy
dear
* decide
delightful
desire
didn't
died

different
dinner
* disease
* doctor
* does
* doesn't
* dollar
done
don't
double
* doubt
down
* dropped
DuPage
* during

early
earth
Easter
easy
edge
either
electric
* enemies
enough
equal
* escape
evening
every
exact
excuse
* exercise
* expect
explain

IMPROVING SPELLING

COMMON SPELLING DEMONS

false
family
farther
fault
favorite
fine
first
flour
flower
for
* forty
fourth
fraction
freedom
freeze
* friend
from
furniture
* foreign

geography
getting
* goes
* governor
* grammar
great
grocery
grown
* guard
* guess

half
Halloween
* handkerchief
handling
haven't
having
health
hear here
heaven
heavy
holiday
honest
* heard

* hoping
hopping
horse
hospital
houses
how's
hundred
* hungry
* hurried

I'd (I would, I had)
I'll (I will)
I'm (I am)
I've (I have)

* it's a lovely day
* Its tail

* instead
interesting
island
isn't
* Illinois Ill.

judge
just
**judgment

keep
kept
kitchen
knew
know
known

laid
lesson
language
later
latter
laughed
laundry
* length
* library
lightning
likes
listen
literature

loose
* lose
loving
lunch

made
make
make-up
mama
manner
many
match
* maybe may be
* meant
measure
medicine
million
minute
mirror
money
month
morning
mother
mountain
* motor
Mr. Mrs.
much
music
must
myself

name
nation
* nature
Negroes
* neighbor
* niece
* ninety
Naperville
none

obey
o'clock
of
off
office
* often

IMPROVING SPELLING

COMMON SPELLING DEMONS

once
onion
organ
* our
own

paid
past
passed
* peace piece
people
picture
pitcher
plain plane
* pleasant
pleasure
poem
* poison
problem
promise
pumpkin
putting

quarter
quarrel
* quiet
* quit
* quite
question

raise
raising
read
ready
* receive
recite
remember
reply
respect
review
road
* rode
rough
running

said
sandwich
Santa Claus
saucer
saw
say
says
school
* scissors
* science
scout
scratch
seasons
sense
* since I saw you
* separate
several
sewing
shining
shoes
shoot
shot
shopping
shoulder
silence
* sincerely
sleeve
slept
slippery
soap
* soldier
solid
some
something
sorry
sour
spelling
square
stationary
* stationEry (papER)
stole
* stomach
stories

straight
* studied
**studying
such
sugar
suit
supper
suppose
sure
surely
* surprise
sweater
swept
swimming

teacher's desk
tear in his eye
tear in his shirt
telephone
television
Thanksgiving
that's agreeable with him
* their shoes
there goes a truck
over there
there's a truck
the truck is theirs
they
* they're riding
they've a new car
thief thieves
thirty
to school
too tired
* I, too, go to school
two trucks (2)
think
thought
* though
* through the door
threw to left field
thread
thumb

IMPROVING SPELLING

COMMON SPELLING DEMONS

time
today
* tomorrow
tobacco
together
* tongue
true
* truly
toward
toys
tried
trying
trouble
turkeys

uncle
unit
unite
until
used cars
used to jump rope
usual
* usually

vacation
* valleys
very
village

want
was
weak
week (7 days)
* weather is stormy
**whether or not (if)
which suit to wear
witch on a broomstick

when
were
we're not going
we've a new dog
where
white
will
whose glove is this
who's the new catcher
woman (1)
* women (more than 1.)
won't do the work
would
wrap this package
* wrapped
write a letter today
wrote a letter yesterday
* has written several times
is writing his friend
wrong

you
yours truly
are these letters yours
your dog
you're a good dog

zero

9

IMPROVING SPELLING

SPELLING LIST FOR DAILY USE AND FILLING SCHOOL FORMS
(Your teacher may base a quiz on this.)

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

January
February
March
April
May
June
July
August
September
October
November
December

Art
Crafts
English
Homemaking
Industrial Arts
Literature
Mathematics
Music
Physical
  Education
Reading
Science
Social Studies
Spelling

President Nixon

Governor Ogilvie

_______________Junior High School (Be able to spell the name of your school.)

Mr. and/or Mrs. _______________
(Full name of parent)

____
(Occupation of parent)

Mr., Mrs., or Miss _______________
(Homeroom teacher)

____
(Principal of your school)

____
(School nurse)

Name _______________

Number _______________ Street _______________

Naperville
Illinois 60540
DuPage County
United States of America

Springfield, Ill.	62700*
Washington, D.C.	20000*
Chicago	60600*

*Has more than one zone and therefore more than one zip code has been assigned to it. This number will direct your mail properly.

IMPROVING SPELLING

LEARN TO USE THESE SPELLING RULES FOR BETTER SPELLING.

RULE I Always follow the LOOK, SAY, LOOK, WRITE from MEMORY, CHECK and PRACTICE method for learning to spell new words. Use the DICTIONARY for checking, remembering that some words begin with silent letters; pn wr kn wh ps h (heir, honor) ph (f).
pneumonia, wretched, know, whole, psalm, phrase

RULE II The letter q is always followed by u. Know how to write q, Q, quiet, quite, quit, Quaker, Quincy.

RULE III Learn the rules for forming plurals.

* 1. The plural of most nouns is formed by adding s to the singular (NOT's): bed, beds food, foods boy, boys.

2. Nouns ending with a sibilant or s sound (ch, sh, s, x, z) form their plurals by adding es: arch, arches box, boxes loss, losses tax, taxes church, churches quiz, quizzes.

** 3. Nouns ending in y preceded by a CONSONANT usually CHANGE y to i before adding es: city, cities sky, skies fly, flies quantity, quantities country, countries library, libraries.

** 4. Nouns ending in y preceded by a VOWEL usually ADD s without changing the final y: alley, alleys valley, valleys.

5. Nouns ending in two vowels add s to form their plurals: radio, radios rodeo, rodeos cameo, cameos.

6. Add s or es when a consonant precedes o. USE DICTIONARY: cargo, cargoes hero, heroes potato, potatoes Negro, Negroes banjo, banjos piano, pianos solo, solos zero, zeros For musical terms and numbers add s.

IMPROVING SPELLING

RULE III Learn the rules for forming plurals.

7. Nouns ending in f form their plurals in many ways. ALWAYS CONSULT YOUR DICTIONARY. Doubt + dictionary = correct spelling

   chief, chiefs leaf, leaves roof, roofs
   belief, beliefs scarf, scarves self, selves
   wolf, wolves thief, thieves

8. Some nouns have irregular plurals:

   child, children deer, deer mouse, mice
   moose, moose ox, oxen woman, women.

RULE IV FINAL SILENT e is usually DROPPED before a SUFFIX beginning with a VOWEL, but e is KEPT before a SUFFIX beginning with a CONSONANT.

amuse, amusing, amusement safe, safely

FINAL SILENT e is kept in words ending in ce or ge even when suffixes beginning with vowels (-able, and -ous) are added. This is done to prevent giving a hard sound to c or g:

notice, noticeable courage, courageous
service, serviceable

*** WATCH THESE WORDS BECAUSE THEY ARE TRICKY!!!!

true, truly judge, judgment argue, argument
nine, ninth awe, awful

RULE V Words containing ei or ie follow the rule of the jingle with some EXCEPTIONS. Learn this.

Jingle

Put i before e
Except after c
Or when sounded like a
In neighbor and weigh.

Another Way to Remember

Use ie when sounded like LONG E(He)
Use ei after c when sounded like LONG E
Use ei when sounded like LONG A
WATCH OUT FOR EXCEPTIONS!

IMPROVING SPELLING

RULE V Words containing ei or ie:

ie after consonants EXCEPT C: achieve, believe, yield, shriek

ei after C: receive, deceive, ceiling, receipt,

ei sounded like A: eight, freight, beige, vein,

*** EXCEPTIONS: either, neither, protein, seize, leisure, weird

RULE VI Words ending in FINAL Y preceded by a consonant usually change y to i before any suffix except one beginning with i:

angry, angrily easy, easier, easily
beauty, beautiful study, studied, studious.

RULE VII The letter K is usually added to words ending in c before a suffix beginning with e, i, or y.

picnic, picnicked, picnicking traffic, trafficking

RULE VIII Words of one syllable (plan, run) and those of more than one syllable ACCENTED on the LAST syllable, when ending in a SINGLE CONSONANT (except x) preceded by a SINGLE VOWEL, double the consonant before a suffix beginning with a vowel. Whew!!!!

See how it works below.

1. One syllable words: rap, rapped, rapping
   hop, hopped, hopping
2. Accent on LAST SYLLABLE ending in single consonant preceded by a single vowel:
   equip, equipped, equipping
   refer, referred, referring
3. WATCH when the accent shifts:
   confer, conferring, BUT conference
   prefer, preferring, BUT preference
4. WATCH the change in pronunciation from a long to short vowel and follow the doubling rule:
   write, writing, BUT written
   bite, biting, BUT bitten

IMPROVING SPELLING

COMMON WORDS DICTATION PRACTICE

NOTE: These sentences can give a little lift to the learning of those common demons.

A....From April until August the author is always absent a lot from his home address. He is away answering questions which animals ask about arithmetic. His ankles ache from hiking against the wind among the ants and apes. His long absence counts for something, all right.

B....Before their first birthdays boy babies in their beautiful blue baskets want to buy bicycles and baseballs. I am beginning to believe that these bright brothers breathe the sports business along with their breakfasts.

C....When the calendar shows that Christmas is coming, a certain captain's children clean the chimneys of their country home. Their clothes change color as they clean from roof to cellar. Crying cousins caught in cobwebs cough their careless heads and caps off.

D....Dear daddy had dropped in his chair and didn't desire his dinner. His DuPage doctor decided that daddy's disease was not different at all. During December no daddy is delighted when daughter wants so many dollars.

E....Every evening I expect that we explain our escape from exercise with the excuse that there is not enough time to equal our exact needs. Electric machines are enemies of exercise, but they do make living on earth easier.

F....On the first Friday of February the family waited for our favorite foreign friend. Forty dinners, beautiful flowers, and the furniture were without fault. We were beginning to fear that he wasn't coming to enjoy the fruits of our labor.

G....The story goes that before he was grown, the great governor worked in a store guarding the goods. I guess he was getting his geography, grammar, and groceries at once.

H....On Halloween the happy horse hurried from house to house with a handkerchief on his head. Honestly we have heard that in his hungry haste he has become so heavy that his health is half past hospital time.

IMPROVING SPELLING

COMMON WORDS DICTATION PRACTICE

I....Instead of living in Illinois, I'll bet I'd find it more interesting to live on an island. I'm certain that I've had this idea for awhile. It's a dream and its memory keeps coming back.

J....In January and June it's clear that the judgments of the judge and jury were very just.

K....I know that Aunt Kate's new kitchen is kept clean. I have known her to keep it this way, and no doubt, you knew it too.

L....Literature, language, and life in the library's living room are interesting to one who likes to lose himself in the world of words. A length(y) book goes like lightning when we laugh with it at lunch or even as we do the laundry. It's living dangerously to live and learn.

M....Maybe these make-up papers would help me to measure up after a month's loafing. Mrs. Smith meant business; her face mirrored her doubt. On Monday morning I took my medicine and made myself ready to face the music, papers in hand. Her manner made me wish for a motor to move me miles away to a magic mountain. Then she looked up and gave me a matchless smile.

N....None of my ninety neighbors in Naperville has walked the Nature Path in November.

O....We often obey the organ music of October leaving the office to see autumn's orange leaves.

P....It is a pleasure to see a pitcher with promise pull out of an (un)pleasant problem. When too many batsmen are getting a piece of the wood, and the bases are loaded, and the people are putting up a howl, the baseball pitcher needs peace of mind. It's pure poison if the tv screen passes out at such a time.

Q....A quiet quarrel over a quarter is quite questionable. I've quit lending quarters.

R....Keep SQ3R in mind. 1. Read carefully raising questions.
2. Recite by raising your hand and replying respectfully.
3. Review to remember by recalling the rough spots.

IMPROVING SPELLING

COMMON WORDS DICTATION PRACTICE

S....Last September a saucer shot into the school science lab shattering the silence. Several soldiers from Springfield came to see it. On separate Saturdays we studied the sorry, slippery thing. It surely didn't make sense, but we sincerely wanted a straight and square answer, so we tested it with sharp scissors. Surprise!

T....Last Tuesday there was trouble at the turkey farm. Thirty thieves took two hundred Thanksgiving turkeys leaving cold tongue television trays in their place. Truly they're trying to get together with cranberry crooks tomorrow. Their trials will take place on Thursday, I think.

U..V..Until vacation uncle's used car usually acts as a unit. In strange villages and valley however, nothing stays united. Uncle then has a very untied car, loosely speaking.

W.X.Y.Z..Last Wednesday the weather man's x-ray eyes wrapped up the news in one word, "wild". It would be the wrong weather for witches, women and wallabies to wash their winter woolens. Who's to know whether or not the weather will warm up. "Yours truly" writing from Washington Junior High School has written his senator, but so far the answer is zero.

A PARAGRAPH OF THE TRICKIEST DEMONS

I'm hoping that I pass this exacting test and receive a pleasant surprise. I've studied ninety separate spelling exercises, and I'm beginning to believe that I know my chief enemies, all right. Here they are: absence, business, calendar, disease, neighbor, and beautiful weather. Does anyone doubt that the English language with its strange spellings and grammar is rough for our foreign friends? It's certainly tough enough for me, and I can't escape the writing of it.

IMPROVING SPELLING

SPELLING REVIEW (Word Wealth, Units 1, 4, 7, 10, 24)

RULES:
1. Final e is added if the vowel preceding final consonant is long.
2. A short vowel sound (no e at end in one-syllable word) usually indicates the doubling of the final consonant before adding er, ing, ed, y, or ie. (Watch accent.)
3. Most nouns form the plural by adding -s only.
4. Many English words pair up in sounds that are alike or nearly alike. These words are confusing because their meanings differ.
5. Is it ei or ie? Recite the rhyme. Learn the exceptions.

PART I

DIRECTIONS: READ through the five rules above. They should help you if you have done your work. READ through the entire test to get the gist of it. The underlined word in the story may be correctly spelled. Find the one of the four answers which is the correct spelling. Follow your teacher's direction for recording answers.

Grandmother's plane[1] is to start her Christmas preparations early. She is writting[2] to Sears for a wreathe,[3] an artificial pine tree, and a drop clothe[4] to protect the floor. Some may think it a bite[5] too soon to be getting ready[6] but much needs to be done.

1. a. plane b. plain c. plan d. plann
2. a. writting b. writing c. wrighting d. writeing
3. a. wreathe b. wreath c. wreeth d. reath
4. a. clothe b. clouth c. clothes d. cloth
5. a. bite b. bight c. bit d. better
6. a. ready b. reddy c. reddie d. readie

The six year old has submited[7] his want list to Santa. He nearly "flipped"[8] when the baby-sitter laughed and refered[9] to his belief[10] in Santa. (She's one of the girl's[11] who likes banjoes[12] and radioes[13] turned up loudly.)

7. a. submited b. submitted c. supmitted d. subbmitted
8. a. flipped b. phlipped c. fliped d. filped
9. a. refered b. referred c. reffered d. refferred
10. a. belief b. believe
11. a. girl's b. girls c. grils d. gril's
12. a. banjoes b. banjose c. banjo's d. banjos
13. a. radioes b. radio's c. radios d. radiose

IMPROVING SPELLING

The grandparents have ordered two turkeys[14] and are hoping[15] that the oven is large enough to roast the birds in twos.[16] Dad, looking at the silver-coated animals, will probably say, "Foiled again, my beauties!"

14. a. turkeys b. turkeyes
c. turnkeys d. turkie
15. a. hoping b. hopping
c. hopeing d. haping
16. a. two b. toos
c. twose d. two's

The birds' emenies[17] are many. It's said that no fowl breaths[18] easily until January first. Grandmother says that her supplys[19] of potatoes[20] and other groceries are enough to feed the family and many friends[21] and nieghbors.[22]

17. a. emenies b. enemies
c. enemys d. enemyies
18. a. breaths b. brethes
c. breathes d. bredth
19. a. supplys b. suppleys
c. supplise d. supplies
20. a. potatoes b. potatose
c. potatos d. potato's
21. a. friends b. freinds
c. freigns d. frends
22. a. nieghbors b. neighbors
c. nabors d. neihgbors

All look forward alot[23] to the vacation, but the heirs feel that they have to be too quit[24] and almost like angles.[25] The giving and recieving[26] of presents, riding over the snowy hills in a sliegh,[27] and hours of leisure[28] are all memories. Well, its beginning[29] to look like Christmas alright[30] and it isn't even Halloween.

23. a. alot b. a lot
c. allot d. alott
24. a. quit b. quite
c. guiet d. quiet
25. a. angles b. anjels
c. angels d. angeles
26. a. recieving b. receibing
c. receiveing d. receiving
27. a. sliegh b. slay
c. sleigh d. slaigh
28. a. leisure b. leesure
c. liesure d. leasure
29. a. beginning b. begining
c. beginnig d. begginning
30. a. alright b. allright
c. all right d. all rite

PART II
DIRECTIONS: Numbers 31-40, choose the correct ending and shade a, b, c, or d on score sheet.

31. To form the plural, words ending in y preceded by a consonant

a. add s
b. add es
c. change y to i and add es
d. add apostrophy (') and s

IMPROVING SPELLING

PART II

32. To form the plural, words ending in y preceded by a vowel

    a. add s — c. change y to i and add es
    b. add es — d. add apostrophe and s ('s)

33. Musical words ending in o form their plurals by

    a. adding s — c. changing o to i and adding es
    b. adding es — d. adding apostrophe and s ('s)

34. Nouns ending in s, ch, sh, x, or z form plurals by

    a. adding s — c. changing last two letters and adding es
    b. adding es — d. adding apostrophe and s ('s)

35. The addition of a final e to a word or syllable makes the original vowel sound

    a. short — c. r controlled
    b. long — d. a consonant

36. Words ending in a final e preceded by a single consonant have a long vowel sound. The final e is usually dropped before a suffix beginning with a vowel

    a. noticeable — c. slipping
    b. accusing — d. argument

37. In a word of two or more syllables, double the final consonant (preceded by a single vowel) ONLY if it is in an accented syllable, when adding a suffix beginning with a vowel. Choose an example to show the rule:

    a. obtaining — c. equipping
    b. benefiting — d. warming

38. An exception to the ei, ie rule is the word

    a. yield b. achieve c. ceiling d. weird

39. Words which are spelled differently and have different meanings, but which are pronounced alike are called

    a. synonyms b. homonyms c. antonyms d. syllables

40. An example of words which are homonyms is

    a. war and peace b. cac/tus ci/der c. their and there
    d. unit; one

VI-24

IMPROVING SPELLING

Teacher's Notes--Ideas to Share

SELECTING MATERIALS

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

ADVANCED SKILLS IN READING. Books I & II. Gainsburg, Joseph C., New York: Macmillan. 1962.

Book I is used in seventh grade and Book II is assigned to eighth grade. The content differs from conventional basal readers in that it is devoted to instruction in reading rather than to a collection of narratives. Skills are developed in easy stages and much practice material is provided. Books I and II give step by step procedures for how to read various kinds of material, but a stronger emphasis on comprehension and critical reading is found in Book II.

Not all pupils will need all the chapters nor all the exercises. After presenting various exercises, the teacher should evaluate each pupil's understanding of the skill by applying the skill taught from the text to other reading materials in the classroom.

BASIC READING 6. McCracken, Glenn and Charles C. Walcutt. Philadelphia: J.B. Lippincott Company. 1965.

This basal reader is used in sixth grade for the accelerated reader. The accompanying workbook is available for emphasizing skills presented in the basal reader. Many units correlate with material taught in the sixth grade social studies.classes. The "King Arthur" unit is particularly applicable.

BASIC READING SKILLS FOR HIGH SCHOOL USE. Monroe, Marion and others. Chicago: Scott Foresman and Company. 1958.

Each section concentrates on a major reading skill. Survey tests found on pages 172-176 measure abilities in several areas. Although designated for high school use, the material presented is on sixth grade level and is useful in junior high.

BASIC READING SKILLS FOR JUNIOR HIGH USE. Chicago: Scott, Foresman and Company. 1957.

Selected pages in phonetic and structural analysis, in word, phrase and sentence meaning, and in plot summarizing and organizing make this workbook an effective supplementary material.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

BE A BETTER READER. Books I & II. Smith, Nila B.
Englewood Cliffs, New Jersey: Prentice Hall. 1963.

Book I is used in seventh grade Book II is assigned to eighth grade. Both books are divided into nine units, each containing a central theme. In each unit there is a narrative selection to develop skills needed in reading literature, and a social studies, science, and mathematics selection. Special skills pertinent to each of these subject areas are emphasized. A few exercises help pupils to differentiate between fact and opinion. This material is excellent for leading youngsters to content area skills in their textbooks.

Introductory explanations in the text may not be enough for remedial groups. Lessons may have to be read to them, and frequent discussions may be necessary before a skill is understood. The teacher may wish to prepare additional worksheets for some of the skills work.

Accelerated students should be capable of grasping the skills with only a few lessons. There is no time element involved when teaching these skills. The students' needs should dictate the pace of the reading program.

BETTER READING BOOK, Books I & II. Simpson, Elizabeth.
Chicago: Science Research Associates. 1962.

In general, Book I is used for seventh grade and Book II for eighth. Book I selections are at grade levels 5 and 6; Book II, grades 7 and 8. This division of material provides two levels of difficulty for each grade.

The BETTER READING BOOKS are designed to measure a student's progress in reading vocabulary, comprehension and rate. Rate of reading can be accurately determined, and the objective comprehension and vocabulary checks are easily scored. The selections are high in reader interest, but the questions split hairs. The pupil can time himself, however, the teacher will want to check these exercises occasionally. Selecting stories 5,10,15 and 20 for teacher corrected selections will give the teacher an opportunity to "check test" the pupils' progress.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

CAVALCADES. Robinson, Helen and others. Chicago: Scott, Foresman and Company. 1965.

This basal text is used in the sixth grade for the "average" readers. It is quite challenging for them, so the teacher must plan well-directed teaching activities and not proceed too rapidly with individual lessons. Accompanying workbook exercises for emphasizing skills should be carefully presented. Units title, "This World of Men" and "Dream of Freedom" correlate well with the sixth grade social studies class work. WIDE HORIZONS, a companion text, may be available for some classes.

CONQUESTS IN READING. Kottmeyer, William and Kay Ware. St. Louis: Webster Division, McGraw-Hill Book Company. 1963.

This book is for remedial use in grades six, seven and eight. The workbooks concentrate on developing word attack abilities. These workbooks are found in the Webster Classroom Reading Clinic and are also available in classroom sets.

CONTROLLED READER AND GUIDES. Taylor, Stanford E., and others. Huntington, New York: Educational Developmental Laboratories. 1963.

The Controlled Reader is a machine which presents reading material at predetermined rates, primarily to train directional attack and to speed up the reading of stories.

Levels E, F, GH and HG filmstrips and study guides are available in the seventh and eighth grades. Levels E and F are used according to the directions in the manual or student's book. Levels GH and HG have partially programmed workbooks which prepare the reader for what is read on film.

Because of the expense involved in this equipment, teachers should be trained in its use and maintenance and are urged to use caution when permitting pupils to work with it. Use of the Controlled Readers will be scheduled for seventh and eighth grade classes. The Controlled Reader is a valuable asset to the program. It helps to solve motivational problems.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

DEEP SEA ADVENTURE SERIES. Coleman, James C. and others. San Francisco: Harr Wagner Publishing Company. 1962.

Eight books are written for remedial students reading below the fourth grade reading level. Each of the books contains either a suspense or adventure story written with a limited basic vocabulary in adult-like format. Questions on vocabulary and comprehension for each chapter are included. The series can be used as a basal reader or as supplementary material in remedial classes.

GRAPH AND PICTURE STUDY SKILLS. Chicago: Science Research Associates. 1964.

This kit, used in sixth grade, helps students to read and interpret illustrative materials such as photographs, editorial cartoons, charts and diagrams. It may be used effectively by both the social studies and reading teachers.

JUNIOR GREAT BOOKS. Chicago: Great Books Foundation. MCMLXVII.

Two levels of books are available for superior readers. Level four is used in grade seven and level five in grade eight. Youngsters read specific selections from the Great Books, then discuss the readings in small groups. Discussions are led every other week for twelve sessions by lay-leaders trained by the Great Books Foundation. The reading teacher or school librarian must be with the group to satisfy a state requirement that certified personnel be present.

LISTEN AND READ PROGRAM. Huntington, New York: Educational Developmental Laboratories. 1962.

Thirty tapes with accompanying workbooks cover the [illegible] understanding of words, sentences and paragraphs. Other tapes give information and practice in study skills, critical reading, and critical listening. This material is used in the eighth grade laboratory.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

LISTEN AND THINK PROGRAM. Huntington, New York: Educational Developmental Laboratories. 1967.

Thirty tapes with accompanying workbooks are available at varying levels of difficulty. They emphasize: identifying main ideas and sequence, summarizing, comparing, recognizing cause and effect, predicting outcomes, visualizing, and understanding character, setting, and author's purpose. The material is used extensively in the eighth grade lab and occasionally at the seventh grade level.

LITERATURE SAMPLER. Chicago: Encyclopedia Britannica Press, Incorporated. 1962.

This individualized reading program assigned to eighth grade is designed to encourage students to read widely and to increase critical reading skills. The kit includes previews of 144 books at reading grade levels from 5.0 to 11.0. The material is not adapted but is a sampling from books. Many of the books previewed are available in our school libraries or the public library.

McCALL-CRABBS STANDARD TEST LESSONS IN READING. McCall, William and Lelah Mae Crabbs. New York: Bureau of Publications, Teachers College, Columbia University. 1961.

The series contains Books A through E; books C, D and E are available in junior high. Three-minute timed reading selections with multiple choice comprehension questions vary from high reader interest to levels which students find boring in junior high. The reading teacher should be selective when using this material and present it only after motivating pupils as to its purpose. Eliminating time pressure for slow readers makes the material useful for remedial pupils.

MORGAN BAY MYSTERIES. Rambeau, John and Nancy Rambeau. San Francisco: Harr Wagner Publishing Company. 1962.

This series of four books is written for youngsters with second and third grade reading skills. Each book contains mystery stories with questions geared to develop basic word attack and comprehension skills. The series can be used as a basal reader or as supplementary readers for remedial classes.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

NEW PRACTICE READERS. Grover, Charles C. and Donald G. Anderson. St. Louis, Missouri: Webster Publishing Company. 1960.

Written on elementary levels, workbooks A through E emphasize skill development in vocabulary, main idea, recall of detail, and inference. The short simple selections, preceded by short preparatory vocabulary work, make this material effective for remedial readers.

OPEN HIGHWAYS. Monroe, Marion and others: Chicago. Scott, Foresman and Company. 1965.

Open Highways, Book 6, is designed to help those children in sixth grade classes who do not meet the reading expectations of their grade. The reading level at the beginning of this book is two grades below the basal reader level for average sixth grade pupils. This book provides for systematic reteaching of basic skills. Procedures are suggested for diagnosing causes of failure, for reorienting attitudes toward reading and for reviewing and reinforcing skills and understandings.

PHONICS WE USE. Helmkamp, Ruth. Chicago. Lyons and Carnahan, Incorporated. 1959.

Word recognition workbooks may be used in grades 6, 7, or 8 for those pupils who need reinforcement of word attack skills.

PILOT LIBRARY. Chicago: Science Research Associates. 1964.

Pilot Library IIc is used in seventh grade and Pilot Library IIIb is used in eighth grade. This series bridges the gap between reading training and the goal of that training--independent reading. It encourages reluctant readers to read more and serves as a sampler and guide for avid readers.

Short booklets present excerpts from popular books. Each library is comprised of 72 booklets spanning a wide range of reading levels and interests. The pilot booklet may lead the reader to the complete book. A short bibliography at the end of each booklet suggests other books that are comparable in content and reading level.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

READING ACCELERATOR. Chicago: Science Research Associates. 1963.

Accelerators are motivational devices designed to help the reader improve his reading pace. A moving shutter travels at a constant speed down a page of printed material; it challenges the reader to keep ahead as his eyes progress across each line and down the printed page. The shutter can be adjusted for a wide range of words-per-minute rates, depending on the kind of material and the reader's ability. The teacher should watch for frustration level. Accelerators should be used at the eighth grade level only.

READING FOR UNDERSTANDING. Chicago: Science Research Associates. 1958-1962.

The junior kit is used in seventh grade and the general kit is used in eighth grade. Superior readers in seventh may be placed in the general kit. The senior edition of the Reading for Understanding Kit is a continuation of the general kit and is for use only with very able eighth graders.

Each exercise consists of a card bearing ten short provocative statements or paragraphs in various areas. The student reads the selection and chooses the best of four suggested conclusions, implicit in the selection but not stated directly. Correct conclusions provided in the answer key are not presented as necessarily true, but as the usual conclusion that follows from the information given. Pupils who present a logical argument for a different answer should be given credit; this strengthens critical thinking.

Each of the kits in the series comprises 400 lessons arranged on a continuum of 100 different levels of difficulty. A placement test administered before the kit is used indicates the level at which each student should begin and he progresses independently to successive levels as he demonstrates proficiency.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

READING LABORATORY. Chicago: Science Research Associates, 1964.

The Elementary Edition is available for sixth grade. Kit IIIa is used at seventh grade level (range: 3.0-12.0) and Kit IIIb is used in eighth grade (range: 5.0-12.0)

Each laboratory includes reading material spanning a wide range of reading levels to accommodate the various degrees of skill likely to occur at the grade for which the laboratory is assigned. Levels of difficulty are differentiated by color rather than by grade. Each level includes reading selections and activities for developing comprehension, vocabulary, and phonetic and structural skills. As soon as a student demonstrates mastery at one level, he moves to the next level.

Rate builders are included in the laboratory to develop speed and comprehension. Each card includes a short reading selection with comprehension questions. Working time is limited to three minutes for reading the selection and answering the questions.

Listening skill builders are included to develop more efficient listening habits. The teacher reads selections from the handbook. The pupil listens and then answers comprehension questions.

READING SKILL BUILDERS. Pleasantville, New York: Reader's Digest. 1963.

Reader's Digest articles and stories have been adapted to various reading levels and self-directed exercise material is included to develop word power, comprehension skills and critical thinking. This material is suggested for sixth grade use to supplement the use of the basal readers or to use with remedial readers.

READING THINKING SKILLS. Haney, Ethel S. Elgin, Illinois: Continental Press, Incorporated. 1963.

Ditto masters to be reproduced for developing critical thinking skills are found in levels 4, 5 and 6. Level four is to be used at sixth grade, five at seventh, and six at eighth. The instructions for teachers are very good.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

STORIES TO REMEMBER. Bond, Guy L. Chicago: Lyons and Carnahan. 1957.

Sixth grade readers use either the easier classmate edition or the regular edition. Accompanying workbooks are used for skill development. Teacher's guides give detailed instruction for presentation.

STUDY SKILLS LIBRARY KITS. Huntington, New York: Educational Developmental Laboratories. 1962.

Social studies, science and reference skills kits range from fourth grade reading level to ninth. Each kit contains ten self-directed reading lessons and accompanying worksheets to practice reading skills using content area readings.

TEEN-AGE TALES. Strang, Ruth. Boston: D.C. Heath and Company. 1959.

Books A and B (third grade level and 1 and 2 (sixth grade level) are available to use with remedial youngsters at both the seventh and eighth grade level. The books contain easy to read stories about teenagers and the ways they think and act. The accompanying manuals offer excellent suggestions for teaching skills and enriching the stories.

VOCABULAB. Chicago: Science Research Associates. 1968.

Students read selections in their interest areas (sports, science, history, etc.), answer comprehension questions, and do extensive "word-smithing" or vocabulary work using prefixes, suffixes and roots. The material is self correcting and is appropriate for able sixth, seventh and eighth graders.

WEBSTER CLASSROOM READING CLINIC. St. Louis, Missouri: Webster Division, McGraw-Hill Book Company. 1963.

Pupils who need remedial reading skills work use the Word Wheels, Conquests in Reading workbooks and the multilevel cards which stress main idea, recognizing inferences, and vocabulary development. Teachers unfamiliar with Kottmeyer's book included in the kit will want to look up this valuable resource.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

READING

WORD ATTACK. Roberts, Clyde. New York: Harcourt Brace and World, Incorporated. 1956.

Although it is designed for high school use, the book can be used quite effectively in directed teaching of remedial readers in eighth grade. Word recognition and the use of the dictionary are emphasized.

WORD CLUES. Taylor, Stanford E. and others. Huntington, New York: Educational Development Laboratories. 1962.

These programmed workbooks are developed around a center of interest, with context clues used as a key to vocabulary development. Junior high teachers have the use of levels 7-9 only. Starting levels can be determined by using the _Word Clues Tests_ and students then work at their own pace and level. Each _Word Clues_ workbook consists of 30 lessons of 10 words each. Check tests of progress are included.

WORDS. Markle, Susan. Chicago: Science Research Associates. 1963.

In this programmed material designed for grades seven through nine, the answers appear on the same page as the questions. The student is expected to keep the answers covered with the answer mask provided. A slow track and a fast track are provided for differentiated reading instruction. This material is good independent study of roots, prefixes and suffixes. The reading teacher can prepare check tests if desired.

WORDS ARE IMPORTANT. Hardwick, H.C. New York: C.S. Hammond and Company. 1951

Vocabulary lessons stress the use of the dictionary and context clues. The books should be used for teacher-directed study as the class discussions are invaluable. Capable readers may proceed on their own or work with a partner on these lessons. Review tests are provided. Various levels are available in each building. See department chairman for suitable levels for seventh and eighth grade.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

SPELLING

BASIC GOALS IN SPELLING Kottmeyer, William, St. Louis: Webster Division, McGraw-Hill Book Company. 1969.

Workbooks and/or hard bound spellers for grades six, seven and eight are the basic texts for teaching spelling in junior high reading classes. Teachers' guides provide diagnostic tests, achievement tests and lesson plans for varying levels of ability. Teachers are advised that not all lessons, nor every word in every lesson need be taught.

FLASH-X. Huntington, New York: Educational Developmental Laboratories. 1960.

The Flash-x is a hand-operated mechanical device that is used individually to reinforce visual perception and image retention. Timed exposure of material aids the reader in remembering more of what he sees. This device may be used in the seventh and eighth grade reading classes for improvement of spelling and vocabulary. Vocabulary levels G, H, and I, as well as spelling materials, are available.

MAGIC WORLD OF DR. SPELLO. Kottmeyer, William, and Kay Ware. St. Louis: Webster Division, McGraw-Hill Book Company. 1963.

These workbooks supply a corrective reading and spelling skills program for grades 4 through 9. They cover basic phonetic generalizations such as sounding consonants, vowels, and blends; analyzing letter combinations and compound words, syllabication and diacritical markings. Word building skills using prefixes and suffixes are also covered. These workbooks may be used in grades six, seven and eight for remedial work.

R.S.V.P.-READING, SPELLING, VOCABULARY, PRONUNCIATION. Lewis, Norman. New York: Amsco School Publications, Incorporated. 1967.

Three workbooks emphasize vocabulary development through frequent and repeated contact with new words. Each lesson begins with a short reading selection and five "lesson words" which are repeated and reinforced in a variety of ways. The workbooks can be used as a remediation tool for average and remedial students.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

SPELLING

SPELLING WORD POWER LABORATORY. Chicago: Science Research Associates.

The laboratories consist of multi-level spelling lessons which permit the pupil to begin at his own level. Diagnostic tests are provided to determine beginning levels of instruction, and achievement tests can be given to show progress. Words are tested in isolation, a weakness of the kit.

TACH-X Huntington, New York: Educational Development Laboratories. 1960.

The Tach-x is a mechanical device to help the reader sharpen his powers of visual perception and retention. Through timed exposures of pictures, numbers, and letters, students learn to pay careful attention to detail, to see in a left-to-right fashion and to remember more of what they see. Flashed words can serve as a basis for spelling activities, word analysis, and vocabulary building. The Word Watching Program for improvement of spelling is available with filmstrips for teaching spelling in grades seven and eight. Use of the Tach-x is scheduled by the department chairman.

WORD WEALTH, JR. and WORD WEALTH. Miller, Ward S. New York: Holt Rinehart and Winston. 1950.

This book is constructed and organized for an intensive review of spelling, as a brief course in word derivation, or as a program in vocabulary development. Parts I, II, and III range upward in difficulty from the advanced seventh grade level. Special spelling units are inserted at intervals instead of being grouped by themselves. Advanced students in junior high find this book challenging.

DESCRIPTION OF MATERIALS AND SELECTED SUGGESTIONS FOR USE

Teacher's Notes--Ideas to Share